

BLADEN COMMUNITY COLLEGE

GENERAL CATALOG

VOLUME XXV

2011-2012

**7418 HIGHWAY 41 WEST
POST OFFICE BOX 266
DUBLIN, NC 28332
TELEPHONE 910.879.5500
FAX 910.879.5564
<http://www.bladenc.edu>**

**EAST ARCADIA CENTER
1472 EAST ARCADIA ROAD
RIEGELWOOD, NC 28456
TELEPHONE 910.655-5770
FAX 910.655.9898**

HOURS OF OPERATION:

The College is open from 8:00 a.m. to 10:00 p.m. Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Friday.

College office hours are from 8:00 a.m. to 4:30 p.m. Monday through Thursday and from 8:00 a.m. to 3:00 p.m. on Friday.

Bladen Community College reserves the right to make changes in the regulations, courses, fees, and other matters of policy and procedures as and when deemed necessary.

CREATING SUCCESS

NC Community Colleges

Hope • Opportunity • Jobs

ACCREDITED BY

Bladen Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Bladen Community College.

North Carolina Board of Cosmetic Art

MEMBER AND AFFILIATIONS

American Association of Community and Junior Colleges
American Library Association
Elizabethtown-White Lake Chamber of Commerce
Instructional Technology Council/USDLA
National Safety Council and the Safety & Health Council of North Carolina
NC Community College Association of Distance Learning
North Carolina Association of Community College Trustees
North Carolina Board of Nursing
Service Members Opportunity
Southern Association of Community and Junior Colleges

CHARTERED BY:

North Carolina Community College System

APPROVED:

For Veterans' Training

Bladen Community College is an equal opportunity educational college and an equal opportunity employer. In keeping with this policy, the college makes no distinction in the admission of students, employment of staff and faculty, or in any other of its activities, on the basis of race, color, sex, creed, religion, age, national origin, or handicap.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER



Dr. William Findt and BCC Ambassadors

Dear Student:

Welcome to Bladen Community College!

It is my great pleasure to welcome you to Bladen Community College. The college has a multitude of programs and classes to meet your needs, and our mission is to provide these to you. You will find a committed group of faculty and staff ready to assist you in planning and attaining your educational goals.

Bladen Community College is celebrating 43 years of service to the citizens of this area. We are your educational resource whether you wish to earn the high school credential, the associate degree, or to gain a new skill. We offer programs on our campus in Dublin, at our center in East Arcadia, and in other locations throughout the county. The college also offers an extensive number of online courses.

Please review the opportunities in this publication and on our website (www.bladenc.edu), and visit our campus and class locations at your convenience. We invite you to join the thousands of students who have made Bladen Community College their educational choice.

Sincerely,

William C. Findt
President

TABLE OF CONTENTS

PRESIDENT'S LETTER	3
ACADEMIC CALENDAR	7
GENERAL INFORMATION	
Mission Statement	9
Performance Measures	10
History of the College	11
College Foundation	13
Evening Classes	13
Distance Education	14
ADMISSIONS	
General Admissions Policy	14
Admissions Procedure	15
Advisement Testing	15
Waiver of Advisement Testing	16
Provisional Admissions	16
Proficiency Examination	16
Advanced Placement Credit	17
CLEP Credit	18
Military Credit	18
Experiential Learning	18
Admission of Foreign Students	18
Admissions Requirement for Home Schooled Students	18
Admission of Undocumented Immigrants	19
Senior Citizens	19
Enrollment of High School Students	19
Transfer Students	21
Special Credit Students	21
Re-Admission to the College	22
Student Right to Know	22
ACADEMIC INFORMATION	
Faculty Advisory System	22
Orientation (ACA-115)	23
Registration	23
Drop/Add	23
Class Attendance	23
Tardiness	24
Official Withdrawal Procedures	24
Student Initiated Withdrawal	24
Administrative Removal from Class	25
Effect of Withdrawal on Financial Aid	25
National Student Clearing House	26
Change of Program	26
Independent Study	26
Enrollment of Intellectually Gifted Students	27
Grading System	28
Grade Point Average	29

Grades and Grade Changes	29
Grade Appeal Process	29
Scholastic Honors	30
Academic Honesty Policy	30
Catalog of Record	31
Course Substitution Policy	31
Course Prerequisites and Corequisites	32
Course Repetition	32
Auditing Classes	32
Academic Progress	33
Academic Probation.....	33
Academic Forgiveness Policy	33
Tutorial Program.....	33
Graduation Requirements	34
Residence Requirements	34
Course Load	34
Access and Release of Educational Records.....	35
Transcript Requests.....	37
STUDENT FINANCES	
Tuition and Fees.....	37
Tuition Waivers	38
Residency Classification	38
Out of State Waivers	39
Parking Regulations	39
Refund Policy	39
Bookstore	41
Unpaid Financial Obligations	41
FINANCIAL AID	
Applications for Financial Aid.....	42
Types of Aid	42
Financial Aid Satisfactory Academic Progress	43
Veterans' Educational Assistance	45
STUDENT SERVICES	
Goals of Student Services	45
Guidance Services.....	46
Testing	46
Services for Students with Disabilities	46
Career Guidance Center	47
Job Placement	47
Student Records	47
Student Activities.....	48
Student Government Association.....	49
Ambassador Program.....	49
Grievance Procedure.....	50
Safety Plan and Procedures.....	51
Crime Awareness and Campus Security	51
Sexual Harassment.....	52
Drug and Alcohol Prevention Program.....	53

Incident Weather Policy	54
Tobacco Policy	54
Telephone Calls to Students and Emergency Calls	55
Visitors.....	55
Children on Campus	55
Student Rights, Standards of Student Conduct, Discipline, and Appeal	55
CURRICULUM PROGRAMS	
Accounting.....	70
Agribusiness Technology.....	71
Applied Animal Science Technology	72
Associate Degree Nursing.....	74
Basic Law Enforcement	76
Biotechnology	76
Business Administration	77
Carpentry	83
College Transfer	85
Computer Information Technology	95
Cosmetology	100
Criminal Justice Technology	104
Developmental Studies	106
Early Childhood Associate	108
Electrical/Electronics Technology	111
General Education.....	114
General Occupational Technology.....	115
Hotel & Restaurant Manager	116
Industrial Systems Technology	117
Infant/Toddler Care.....	125
Interpreter Education	126
Manicure Nail Technology	127
Nursing Assistant	128
Office Administration	129
Practical Nursing.....	140
School Age Education.....	141
Viticulture & Enology Technology.....	143
Welding Technology.....	145
LEARNING RESOURCES CENTER	151
ADULT AND CONTINUING EDUCATION	152
JOBLINK	157
SMALL BUSINESS CENTER	157
CURRICULUM COURSE DESCRIPTORS	158
COLLEGE ORGANIZATION	245
CAMPUS MAP	254

ACADEMIC CALENDAR 2011 – 2012

SPRING SEMESTER 2011

Faculty Returns	January 3
Registration	January 4
Semester Begins/First Day of Classes	January 6
Distance Education Orientation/Saturday Classes Begin.....	January 8
Last Date to Register or Add a Class	January 11
Last Date to Drop a Class and Request a 75% Refund	January 14
Martin Luther King, Jr., Birthday Observed (College Closed)	January 17
Spring Break (Curriculum Students and Faculty)	March 7-11
Last Day to Drop with a Class with a “W” Grade.....	March 16
Summer Advising and Registration	April 18-20
College Closed	April 22
Final Exams	May 2-6
PN Pinning Ceremony	Thursday, May 5
ADN Pinning Ceremony	Friday, May 6
End of Spring Semester.....	May 6
Graduation (GED & Curriculum)	(5:30 & 7:30 pm)... May 10

SUMMER SESSION 2011

Registration	May 16
Classes Begin	May 17
Last Day to Add a Class.....	May 17
Last Day to Drop a Class and Request a 75% Refund	May 19
Registration for Fall Semester Classes.....	May 24-26
Memorial Day Holiday (College Open-No Classes).....	May 30
Last Day to Drop a Class with a “W” Grade	June 22
Independence Day Holiday (College Closed)	July 4
Final Exams	July 25-27
End of Summer Session	July 27

FALL SEMESTER 2011

Faculty Return.....	August 1
New Student Orientation	August 9
Fall Registration.....	August 10-11
Semester Begins/First Day of Classes.....	August 15
Last Day to Add a Class.....	August 17
Last Day to Drop a Class and Request a 75% Refund	August 22
College Closed	September 3
Labor Day Holiday (College Closed).....	September 5
Fall Break (Curriculum Students and Faculty).....	October 10-12
Last Day to Drop a Class with a “W” Grade.....	October 19
Registration for Spring Semester Classes	November 7-11
Thanksgiving Holidays (College Closed)	November 24-26
Final Exams	December 6-12
End of Curriculum Fall Semester.....	December 12
Winter Break (College Closed).....	December 19-23

SPRING SEMESTER 2012

New Year's Holiday.....	January 2
Faculty Returns	January 3
Registration	January 4
Semester Begins/First Day of Classes	January 5
Last Date to Register or Add a Class	January 9
Last Date to Drop a Class and Request a 75% Refund	January 13
Martin Luther King, Jr., Birthday Observed (College Closed)	January 16
Spring Break (Curriculum Students and Faculty)	March 5-9
Last Day to Drop with a Class with a "W" Grade.....	March 20
College Closed.....	April 6
Summer Advising and Registration	April 18-20
Final Exams	May 1-7
End of Spring Semester.....	May 7
Graduation (GED & Curriculum)	(5:30 & 7:30 pm)... May 10

SUMMER SESSION 2012

Registration	May 14
Classes Begin	May 15
Last Day to Add a Class.....	May 15
Last Day to Drop a Class and Request a 75% Refund	May 17
Registration for Fall Semester Classes (Current Students Only) .	May 22-24
Memorial Day Holiday (College Open-No Classes).....	May 28
Last Day to Drop a Class with a "W" Grade	June 20
Independence Day Holiday (College Closed).....	July 4
Final Exams	July 23-25
End of Summer Session	July 25

FALL SEMESTER 2012

Faculty Return.....	August 1
New Student Orientation.....	August 7
Early Registration	August 8
Fall Registration	August 13
Semester Begins/First Day of Classes.....	August 15
Last Day to Register or Add a Class	August 20
Last Day to Drop a Class and Request a 75% Refund	August 22
Labor Day Holiday (College Closed).....	September 3
Fall Break (Curriculum Students and Faculty).....	October 8-10
Last Day to Drop a Class with a "W" Grade.....	October 17
Registration for Spring Semester Classes	November 6-9
No Classes (College Open)	November 6
Thanksgiving Holidays (College Closed)	November 22-23
Final Exams	December 7-13
End of Curriculum Fall Semester.....	December 13
Winter Break (College Closed).....	December 24-28

INSTITUTIONAL MISSION STATEMENT

Bladen Community College is dedicated to the educational and cultural enrichment of the people of Bladen and surrounding counties. As a constituent institution of the North Carolina Community College System, the College is committed to quality teaching, to higher-order learning, to enhancing opportunities, and to providing a safe, sustainable learning environment through the following:

- literacy, occupational and curriculum instructional programs;
- support for economic development with training services to business and industry;
- training in and use of educational technology; and
- services which improve the cultural, educational and economic quality of life for our diverse communities.

Revised: April 2011

Approval: April 26, 2011

The institution seeks to fulfill its mission by the following goals and objectives:

1. To provide effective instruction to all who enroll through curricula programs that reflect existing, and future needs of the BCC community within the assigned area of instruction while attaining performance standards set by the NCCCS.
2. To provide associate in applied science degrees, associate degree in arts, and diploma and certificate curriculum programs to prepare individuals for employment in the global workforce, and provide upgrading or retraining of skills for individuals already in the workforce.
3. To provide students the opportunity to complete the requirements for the GED® and the adult high school diploma and to give educational opportunities for students to continue to master the basic skills of reading, writing, and math.
4. To support economic development by providing seminars and customized training to meet the needs of business and industry.
5. To provide opportunities for students with special needs to engage in educational activities appropriate to their needs and goals.
6. (6a)To provide educational opportunities in collaborative relationships with other institutions and agencies with respect to educational services to the community at large by providing assistance in job placement with business and industry.
(6b)To provide additional allied health classes to meet the needs of the community.
7. To provide counseling and guidance services designed to help all students make appropriate educational, vocational, and avocational choices.
8. To provide an educational environment that embraces and supports the use of technology of all types.
9. To provide an institutional climate that promotes openness, enrichment, and student activities in a broadband of diverse student population, to recognize diversity as a strength and serves as a bridge between diverse populations.

10. To secure sufficient multi-source funding to provide the best environment, and facilities to enhance student learning, and maintain the best interest of the college, students, and citizens of Bladen County.

EXPECTED EDUCATIONAL RESULTS

Based upon the mission and stated goals and objectives of Bladen Community College, the following is a list of expected educational results:

1. Identifying students’ weaknesses and assisting them in strengthening of basic skills.
2. Providing job skills and competencies needed in the market place.
3. Offering degree, diploma, certificate, and college transfer programs, as well as literacy, high school completion, and community service programs to meet the educational needs of the citizens of Bladen County.
4. Providing job placement assistance.
5. Meeting the needs of industry.
6. Providing quality enhancement of programs, services, and instruction through continuous planning and evaluation.
7. Achieving high student satisfaction resulting in improved retention and completion rates.
8. Providing cultural and personal enrichment opportunities that meet the needs of students and citizens within our service area.

Prepared by the Institutional Effectiveness/Planning Department

**STATUS OF BLADEN COMMUNITY COLLEGE IN
MEETING THE PERFORMANCE STANDARDS
2008-2009**

	<i>Performance Measures</i>	<i>Standard Met</i>
Measure A	Progress of Basic Skills Students	Met
Measure B	Passing Rates for Licensure and Certification Exams	Met
Measure C	Performance of College Transfer Students	Not Met
Measure D	Passing Rates in Developmental Courses	Met
Measure E	Success Rate of Developmental Students in Subsequent College-Level Courses	Met
Measure F	Student Satisfaction of Completers and Non-completers	Met
Measure G	Curriculum Student Retention, Transfer and Graduation	Met
Measure H	Business/Industry Satisfaction with Services Provided	Met
<i>Total Standards Met</i>		<i>7 out of 8</i>

*Source: North Carolina Community College System
Twenty-First Annual Critical Success Factors Report July, 2010*

*Summary Report on
Performance Measures for 2008-2009
North Carolina Community College System*

<i>MEASURES</i>	<i>STATE STANDARD</i>	<i>BCC PASSING RATE</i>
1. Progress of basic skills students	75%	89%
2. Passing rate on licensure and certification examinations	Aggregate= 80% Exams = 70%	83%
3. Performance of students who transfer to a four year institution	83%	81%
4. Passing rates in developmental courses	75%	87%
5. Success rate of developmental students in subsequent college-level courses	80%	96%
6. The level of satisfaction of students who complete programs and those who do not complete programs	90%	96%
7. Curriculum student retention & graduation	65%	74%
8. Client satisfaction with customized training (Business & Industry)	90%	99%

NOTE: Recognition for Exceptional Institutional Performance- the College must meet all eight performance measures and meet the following criteria:

The passing rate on all reported licensure /certification exams for which the colleges have authority over, who sits for the exam must meet or exceed 70% for first-time test taker, and (2) The percent of college transfer students with a 2.0 GPA after two semesters at a four-year institution must equal or exceed the performance of students who began at the four-year institution (native students).

COLLEGE HISTORY

Bladen Community College was chartered as Bladen Technical Institute on October 5, 1967, under the authority of North Carolina General Statute 115A.

The college formally opened on December 16, 1967, and offered a limited number of classes by January 1968. The college was initially located in rented buildings in several locations around Elizabethtown. The old Johnson Cotton Company property on US Highway 701 South was secured and became the location of the administrative offices, the first library, and some classrooms for course offerings. The old First Baptist Church in downtown Elizabethtown became home for the business, secretarial, and nursing programs. A short while later the old Marks Tractor location adjacent to the administrative offices was secured for a welding shop and student services area.

The college began full-scale operations in September of 1968. Initially curriculum

programs were offered in cosmetology, executive secretarial science, business administration, industrial maintenance, automotive mechanics and nursing assistant. A complete battery of extension and other part-time adult programs were offered in the evening to complement the day program.

The college's board of trustees began to search for a permanent location for the campus shortly after the college opened. In 1969, a site was secured near Dublin that would become the main campus of the college. Part of the site was donated by Dublin resident Roy Brisson and the remainder of the initial plot was purchased.

The first phase of a building program began in 1970. Buildings 1 and 2 were completed by the spring of the next year and the college moved to its permanent 25-acre campus in July 1971. The initial two buildings contained 27,000 square feet and contained all of the programs the college offered. Building 3 was completed shortly thereafter and became the home of the auto mechanics program. Later, the auto mechanics program space was converted for use by cosmetology.

A small shop was constructed as a welding class project in 1972. That building is now used by the criminal justice program. Two more parcels of land totaling 16 acres were added in 1973 and 1974, which enlarged the campus to its present 41-acre size. A 10,500-square-foot shop complex was completed in the summer of 1973 and a 3,600-square-foot storage shed was completed as a class project in early 1974.

The college added a center in the Kelly Community in the old Natmore School facility in 1975. The 5.25-acre campus, which had been deeded to the college by the Bladen County Board of Education, included two buildings totaling 7,170 square feet. Nine years later a 4,000-square-foot building was constructed at the center. The Kelly center was closed in 2006.

Construction of a Learning Resource Center (LRC), Administrative Building, and Multipurpose Building began in the summer of 1975. The LRC and Administrative Building were completed in April 1976 and the Multipurpose Building, in July 1976.

The name of the institution was changed to Bladen Technical College in 1979 and two additional shop buildings were added the next year. In October 1987 the name of the school was changed to Bladen Community College and the following year a high technology center was completed on the main campus.

In February 1995, Bladen Community College met with residents of the East Arcadia community, who had expressed an interest for more courses and services in their community, which is more than 30 miles from the main campus. Though the college was already offering courses and programs in the area, they had been limited. Later that year the college opened a center and enrolled more than 80 students for the spring quarter of 1995. A new building was constructed at the center in 2005.

In September 1995, a small business center was established on the main campus to assist new and existing small businesses in the area. In 1997, a Health Education Building was completed to house the practical nursing, nursing assistant and biological sciences, as well as other health/medical-related courses offered through the continuing education program.

A JobLink Center was established on the main campus in 1997 connecting the college to other agencies such as the Employment Security Commission (ESC), the Department of Social Services, Vocational Rehab and Telamon Corporation. Though the college still operates the JobLink program, it is now housed in the Employment Security Commission building in Elizabethtown.

The college was fully accredited by the Southern Association of Colleges and

Schools in the fall of 1976. Accreditation was reaffirmed in 1982, 1992 and again in 2002. In the fall of 1997, BCC changed from the quarter system to the semester system to enable better articulation with and transfer to universities.

In 2006 the college completed a new classroom building adjacent to the industrial training facilities. The college's welding and industrial maintenance buildings were expanded in 2008 with a \$1 million appropriation from a special legislative grant. A \$3 million, 16,000 square-foot Student Resource Center was constructed in 2009 and opened in May 2010.

Bladen Community College offers post-secondary certificate, diploma, and degree programs. Presently the college offers 14 curriculum programs. Occupational and vocational courses and programs are offered through a variety of continuing education offerings. Workforce development is a priority of the college along with numerous programs directed at improving basic educational skills, advancing economic development and improving the quality of life of Bladen citizens.

Bladen Community College is dedicated to an open door policy and to meeting the educational and cultural needs of the people of Bladen and surrounding counties.

Bladen Community College has experienced unprecedented growth during the past nine years. Much of that growth has been in the area of distance education.

BLADEN COMMUNITY COLLEGE FOUNDATION, INC.

The Bladen Community College Foundation Incorporated is a non-profit corporation chartered in 1975 under the laws of North Carolina. The BCC Foundation is organized and operated for the sole purpose of promoting educational programs, services, and activities to further the mission/purpose of Bladen Community College.

For additional information concerning the Bladen Community College, Foundation, Inc., contact Mr. Stephen Prince, director of the foundation, at 910.879.5500.

Contributions can be made by making a check payable to the Bladen Community College Foundation, Incorporated, Post Office Box 384, Dublin, NC 28332.

EVENING CLASSES

The College offers an extensive curriculum Monday through Thursday nights. Availability of evening courses gives working students the opportunity to coordinate their employment and college studies.

While courses in most programs are available, students may attend on a full-time or part-time basis. Students attending on a part-time basis may take twice the normal time to complete degree or diploma requirements. Students combining evening or distance courses may complete degree or diploma requirements in normal time frames. The classes usually meet one/two nights a week during a sixteen (16) week semester, and some courses are arranged so that it is possible to take two on the same evening.

DISTANCE EDUCATION

Bladen Community College offers students several alternative presentation modes for courses and programs. Distance learning at BCC is instructional deliver in which the majority of instruction occurs when the student and the instructor are not in the same place.

Distance learning presentation modes include:

1.
 - Teleweb courses (a combination of video cassette and Internet instruction)

- Interactive Television (North Carolina Information Highway interactive television classroom instruction)
 - Online (Internet-based instruction)
 - Hybrid (A combination of face-to-face and Internet instruction)
 - Web-assisted (College credit or continuing education course where the content delivery is via traditional face-to-face methods with a requirement that students have Internet access as a supplemental part of the course)
 - Cooperative (a combination of student on-the-job-training and instructor visits)
2. Courses offered via distance learning modes are of the same academic rigor as traditional, seated courses and carry the same academic credit as seated courses.
 3. Distance education courses appear on the regular academic semester schedules and are designated by special section number designations:
 - TW - # sections indicate teleweb courses
 - IH - # sections indicate Interactive Television
 - OL - # sections designate on-line courses
 - H - # sections designate hybrid courses
 - WA-# sections designate web-supported or web-assisted courses
 - COE - # sections designate cooperative courses
 4. Distance orientation is offered at the distance education link on the BCC website.

GENERAL ADMISSION POLICY

Bladen Community College subscribes to an “open door” admissions policy. High school graduation, an Adult High School diploma, or a High School Equivalency certificate is required for admission to any diploma or degree program offered by Bladen Community College. The College serves all students regardless of race, color, creed, disability, or national origin. Non-graduates 18 years of age or older may be admitted to any certificate program.

An advisement test, personal interview, and high school transcript are used in determining the student’s ability to make satisfactory progress at Bladen Community College. Applicants are evaluated and counseled into programs which are considered most appropriate to meet their needs and objectives, consistent with their aptitudes and expressed interests. Appropriate developmental or remedial support is provided to assist students in overcoming deficiencies in their preparation for collegiate study. Selected high school students may be admitted to appropriate college courses upon approval by the high school principal and the college admissions office.

BCC reserves the right to refuse admission to any student whose enrollment or continued presence is considered to create a risk for campus safety or disruption of the educational process. The Dean of Enrollment Management and staff are responsible for administering all admission policies.

ADMISSION PROCEDURES

Persons wishing to enroll at Bladen Community College must complete the entire application process. Applicants will be notified by mail when their application has been received and if any additional requirements are required. Applicants will also be notified of the time and place of registration. The procedures for admissions and the

documentation requested for students seeking a degree, diploma, or certificate are as follows:

1. **Application:** Obtain admission applications, instructions, and forms from the Office of Student Services, on the BCC website, or a high school guidance counselor. Submit a completed admissions application.
2. **Transcripts:** Have official school or GED (General Education Development) transcripts sent to the College. Schools must be regionally accredited. Student copies are not acceptable. Transcripts of all previous post-secondary education must be requested by the applicant and sent directly from the forwarding institution to the College. Student copies are not acceptable.
3. **Placement Test:** Each diploma or degree seeking student is required to take the advisement test prior to registration. Certificate seeking students must take the placement test if it is required for the program of study.
4. **Pre-Admission Counseling:** Be advised by a member of the Student Services Counseling Staff.

ADVISEMENT TESTING:

The advisement test does not deny admission to any applicant. The purpose of testing is to provide necessary information in planning the student's program of study. Students who fail to meet the pre-determined cut-off scores will be required to take developmental classes as listed below.

<u>Writing Score</u>	<u>Course Level</u>
0-48	ENG 070 Basic Language Skills
49-55	ENG 080 Writing Foundations
56-69	ENG 090 Composition Strategies
70-99	ENG 111 (Reading score of 81 also required)
<u>Reading Score</u>	<u>Course Level</u>
0-59	RED 080 Introduction to College Reading
60-80	RED 090 Improved College Reading
81-99	Exempt from developmental reading
<u>Pre-Algebra</u>	<u>Course Level</u>
0-34	MAT 050 Basic Math Skills
35-46	MAT 060 Essential Mathematics
47-99	MAT 070 Introductory Algebra or MAT 101 Applied Math (examinees at this level are routed to Algebra for placement)
<u>Algebra Test</u>	<u>Course Level</u>
0-45	MAT 070 Introductory Algebra or MAT 101 Applied Math
46-65	MAT 080 Intermediate Algebra or MAT 115, 121, or 140
66-99	MAT 171 Pre-calculus Algebra or MAT 141, 151, or 161

Note: Cosmetology students need a score of 47 on Pre-Algebra to test out of all required developmental classes.

WAIVER OF ADVISEMENT TEST:

The advisement test may be waived for the following:

1. Completion of 12 semester hours with at least one college level Mathematics and English course with a grade of "C" or better in both courses.
2. A score of 950 or more on the Scholastic Aptitude Test (SAT) with verbal and math scores at or above 480 each or a score of 22 or higher on each of the Math, English, or Reading Portion of the ACT.
3. Graduate of an accredited college or university with an Associate degree or higher.

No waiver will be granted for Practical Nursing and Associate Degree Nursing applicants.

PROVISIONAL ADMISSION

A student applying too late to complete pre-entrance requirements may be admitted as a provisional student. If admission requirements are not completed by the end of the student's first semester of enrollment, the student may not be allowed to enroll for the next semester. However, a student may continue at the discretion of the Dean of Enrollment Management.

Applicants may be allowed to enroll as special credit students and take up to 12 semester hours of credit without completing the placement test requirements for admission. However, no student may enroll in an English or math course required in an associate degree program prior to being tested without approval of the Dean of Enrollment Management.

All admission requirements must be completed once the student has declared a major area of study or completed twelve (12) semester hours of credit.

PROFICIENCY EXAMINATION

A student who evidences prior proficiency for selected courses due to previous work or educational experience may apply for credit by examination provided the student is currently enrolled in the college or has completed all admission requirements. The student desiring to attempt such an examination must initiate a request with the Vice President for Instruction and Student Services. The Vice President for Instruction and Student Services will process each request according to the following conditions:

1. The course must be listed in the course description section of the current college catalog and have been approved for credit by examination by the Administration.
2. All requests for credit by examination must be approved by the Vice President for Instruction and Student Services. When a request is disapproved, such disapproval, including reasons, therefore will be presented to the Executive Committee of the College for action and/or information.
3. No student may sit for credit by examination unless the student can provide, in writing, valid reason(s) for being examined.
4. No student may attempt more than ten percent (10%) of the required credit hours per curriculum by means of credit by examination.
5. Since all courses do not lend themselves to credit by examination, the instructor in a curriculum will present a list of courses suitable for credit by examination to the Vice President for Instruction and Student Services. These lists will be

updated with the revision of each general catalog. Interim additions or deletions will be announced through addenda to the current catalog.

6. The examinations are to be totally comprehensive standardized tests approved by the curriculum committee and on file with the Vice President for Instruction and Student Services. Since the examination will be comprehensive, the student should be aware that some examinations may require several hours to complete and should prepare accordingly. If standardized tests are unavailable for courses approved for credit by examination, completely local objective tests will be prepared by the local instructor(s) and approved by the curriculum committee.
7. When a curriculum requires a practical application of skills, a demonstration of such skills as part of the examination will be included.
8. Students who fail a credit by examination will not be reexamined on that course for credit.
9. Students who have failed or withdrawn from a course with a failing grade will not be permitted to take credit by examination. At the end of each semester, the instructor will indicate on the appropriate grade report whether a student withdrawal was passing or failing.
10. All credit by examinations must be given at the main campus of Bladen Community College by the Vice President for Instruction and Student Services or the appointed representative.
11. Any student who wishes to obtain credit by examination must pay a test fee equal to the tuition fee for the course for which credit is sought.
12. Students who want to take credit by examination must request and complete their proficiency exam by the ten percent point of the semester in which the examination is to be given.
13. Credits earned by examination are considered in the same way as transfer credits and will not be used in the computation of grade point averages.
14. Grades given for credit by examination should be either a "CR" for satisfactory or a "U" for unsatisfactory. A minimum grade of 70% will be required for passing any test taken for credit by examination.

ADVANCED PLACEMENT (AP) CREDIT

Bladen Community College will grant credit for the Advanced Placement Examinations given by Educational Testing Service (ETS). Entering students who score 3 or above will receive appropriate course credit. The student must request that an original transcript be sent to the Office of Student Services by ETS for evaluation. These examinations are taken prior to the student's high school graduation. Information on this examination program may be obtained from the high school counselor.

CLEP CREDIT

Students may receive credit for a variety of courses by achieving a score of 50 or above on one of the College Level Examination Program (CLEP) tests. Official test score reports from the College Board must be submitted to the Office of Student Services for consideration of CLEP credit. BCC does not administer CLEP exams.

MILITARY CREDIT

Credits may be extended to Veterans for DANTES Credit or for educational experiences in the Armed Forces. An original transcript of military educational credits/experiences must be submitted to the Office of the Registrar for consideration of

credit. All military credits are evaluated using the ACE Guide Recommendations. Veterans may request a copy of their military credits/experiences from the following:

DANTES

P.O. Box 6604

Princeton, NY 08541-6604

AARTS Operation Center

415 McPherson Avenue

Fort Leavenworth, KS 66027-1173

Or on the web at: <http://www.acenet.edu/AM/>

SERVICEMEN'S OPPORTUNITY COLLEGE/COLLEGE OF THE ARMY

Bladen Community College, as a member in good standing of the Servicemen's Opportunity College and the College of the Army, waives the out-of-state tuition requirement for all active duty military personnel enrolling in BCC distance courses. BCC also serves as a member institution with the Concurrent Admissions Program (CONAP) and provides a point-of-contact to assist soldiers during the referral and application process.

EXPERIENTIAL LEARNING

BCC does not consider experiential or life experiences for transfer credit evaluation.

ADMISSION OF FOREIGN STUDENTS

Bladen Community College is not authorized to issue I-20 forms for applicants with F, J, or M visas. Applicants with other types of visas and/or with appropriate credentials may be considered on an individual basis.

ADMISSIONS REQUIREMENTS FOR HOME SCHOOLED STUDENTS

1. Provide a transcript issued by the home school parent/guardian, chief administrator. The transcript should include the home school's name.
2. Provide the inspection verification certificate with the North Carolina seal attached or a copy of the Notice of Intent with the name and address of the school along with the name of the school's owner and chief administrator.
3. Provide results of a nationally standardized achievement test. The test must involve the subject areas of English grammar, reading, spelling and mathematics.

ADMISSION OF UNDOCUMENTED IMMIGRANTS

An undocumented immigrant shall be admitted to Bladen Community College only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law. Undocumented immigrants with a General Educational Development (GED) Diploma are not eligible to be admitted to Bladen Community College. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist; therefore, must register on the last published registration period. All undocumented immigrants shall be charged out of state tuition whether or not they reside in North Carolina. An undocumented immigrant may not receive state or federal financial aid in the form of a grant or loan. Federal law prohibits undocumented immigrants from obtaining professional licenses.

SENIOR CITIZEN TUITION POLICY

A legal resident of North Carolina who is at least 65 years old may register for curriculum courses and receive tuition at no cost up to six credit hours for any fall and spring term. Senior citizens will also be expected to pay all regularly assessed fees for any course in which they enroll. Senior citizens will be responsible for paying full tuition for self-supporting courses.

ENROLLMENT OF HIGH SCHOOL STUDENTS

Cooperative programming efforts between Bladen Community College and Bladen County Board of Education are intended to provide for the enrichment of high school students, college level academic, technical, and advanced vocational courses not otherwise available.

1. Courses shall be taught at the college level using college level textbooks and college level materials.
2. College credits shall be awarded upon successful completion of a curriculum course.
3. High school students enrolled in curriculum courses are exempt from paying tuition for these courses.

Dual Enrollment

The Dual Enrollment program allows advanced high school students to take college level courses in science, technology, engineering, and mathematics (STEM) while still in high school. Courses taken in the College Transfer Associate in Arts degree curriculum are transferable to most four year senior colleges and universities in North Carolina.

To qualify for this program students must be at least 16 years of age and have achieved a level of academic and social maturity. The chief administrative officer of the high school must recommend the student and must certify the student is taking one-half of a full-time schedule. The student must be making appropriate progress toward graduation. Dual enrollment forms must be completed and signed by the appropriate school officials.

Huskins Cooperative Agreement

The Board of Trustees and the Bladen County school systems have established a cooperative program of college credit courses for qualified high school students.

Students eligible for enrollment in these courses are those from grade 9 through 12. Students must be recommended by the chief administrative officer of the high school.

Courses may not duplicate or supplant any existing courses in the Local Educational Agency. No courses specifically required for high school graduation are eligible to be offered under the Huskins Bill.

TRANSFER STUDENTS

All students transferring from post-secondary institutions are requested to submit official copies of transcripts from each institution attended. The Dean of Enrollment Management will review applications from students transferring from post-secondary institutions. Where subject content and length are comparable to that of a Bladen Community College course, transfer credit will be allowed for grades of "C" or above.

Learning acquired through work experiences will not translate to formal credit. Students who feel that their experiences and background would equate to formal credits

in a program area offered by the college may be permitted to earn such credits by examination in selected courses. Credits may be given to educational experiences such as, but not limited to, law enforcement training, military training, and CLEP. Bladen Community College will inform transfer students of credit which will transfer, prior to their enrollment, but, at the latest, prior to the end of the first semester in which they are enrolled. A list of all acceptable transfer courses/credits will be recorded on the student's cumulative record. The amount of credit granted is in accordance with commonly accepted practice in higher education and is appropriately related to the student's course of study. Transfer courses/credits will not influence the student's grade point average while at Bladen Community College.

SPECIAL CREDIT STUDENTS

A special credit student is one who is enrolled in curriculum credit courses but who is not planning to earn a degree, diploma, or certificate at Bladen Community College. These students need to complete an application and submit the appropriate paperwork to the Office of Student Services. If a student wishes to enroll in a course for which there is a prerequisite, evidence of having met that requirement is necessary. Students enrolled in a program of study on a full-time basis must complete the admission requirement pertinent to the program in which they are enrolled. After a special credit student selects a major, appropriate credits earned as a special student will be applied toward meeting the requirements of graduation. Visiting students from other colleges are considered special credit students.

RE-ADMISSION TO THE COLLEGE

Bladen Community College encourages all former students who left the college in good standing to enroll for additional study. However, re-admission after withdrawal is not automatic. Students who have been out one term or longer should contact the Admissions Office so their file can be reactivated. A new application must be submitted. If the program in which the former student is applying for admission requires placement testing, the student must be retested if previous test scores are over five years. Students who reenter the college after one semester absence must do so under the current operating catalog.

See specific sections on Health Education Programs (Associate Degree Nursing and Practical Nursing) for readmission requirements.

Students who have been dismissed or suspended for disciplinary or academic reasons must appear before the Dean of Students and petition for readmission to the College. The Dean of Students will either accept the student or refer the student to the Admissions Committee or the Executive Committee. The college reserves the right to refuse admission to any student whose enrollment or continued presence is considered to create a risk for campus safety or disruption of the educational process.

STUDENT RIGHT TO KNOW

The Student-Right-to-Know Act requires institutions to disclose graduation rates for diploma or degree-seeking, full-time students. The average rate of persistence toward degree completion of students at BCC is available from the Office of the Dean of Enrollment Management.

STUDENTS' RESPONSIBILITIES

Students at Bladen Community College are responsible for the proper completion of their academic program, for familiarity and observance of the College catalog and student handbook, for maintaining the required grade point average, and, at all times, knowing their academic status. Faculty advisors and counselors will work with the student, but final responsibility remains with the individual student.

FACULTY ADVISORY SYSTEM

Bladen Community College places high priority on the academic advising of students. Each student at Bladen Community College will be assigned a faculty advisor at the time of initial enrollment. Advisors are assigned according to the student's curriculum. Students have access to the faculty. Office hours are established and students are encouraged to contact their advisors when questions arise. The advisor aids the student in scheduling classes at registration and is available to discuss goals, academic problems, and specific course planning as the need arises. Advisors confer with students on an individual basis each semester in an effort to maintain appropriate progress throughout the year. The advisor also helps identify students who need counseling or specialized counseling services.

Each student is responsible for maintaining the required grade point average, and, at all times, knowing the courses failed, courses repeated, and graduation requirements.

ORIENTATION (ACA-115)

Orientation will be provided for all new students through a class entitled "Success & Study Skills". ACA 115 should be taken during the student's first semester of enrollment at BCC. The purpose of the class is to promote rapid adjustment to the educational philosophy, program, and standards of the College. The objectives of the class are to introduce the student to the college, its facilities, resources, services, activities, policies, and organizations; to assist the student in taking full advantage of the opportunities offered by the College; and to help the student in developing effective approaches to the problems frequently encountered by beginning college students. For a more detailed description, refer to ACA 115 under course descriptions.

REGISTRATION

All students are required to register at the beginning of each semester of attendance. Students should not be allowed to enter a course until registration is complete. No credit can be granted for courses in which the student is not properly registered. Students attending class for which they are not officially registered will receive neither grade nor semester hour credit for the course. Classes missed due to late registration will be counted as absences. Registration instructions are published prior to each registration period.

DROP/ADD

The official drop period will be five (5) school days beginning with the first class day of the Fall or Spring Semester. For any ten (10) week Summer Session, the official drop period will be three (3) school days beginning with the first class day of the session. The last day to register or add a class will be two (2) school days beginning with the first class day of the Fall or Spring Semester. For any Summer Session, the last day to register or add a class will be during the first class day. The Dean of Enrollment Management may permit the registration of curriculum students until the 10% point of each class, in special cases. Each registration submitted for processing after the add period will require

documentation supporting each action.

CLASS ATTENDANCE

The attendance policy at Bladen Community College is based on regular, punctual, and continuing attendance at all class lecture, laboratory, and shop periods. Any student of the institution shall be granted one (1) excused absence per semester in accordance with the conditions listed in the following:

- a) The one (1) excused absence per semester may be used for religious observance by the faith of a student.
- b) The student must submit a written request on the Student Notification for Excused Absence form to the Dean of Students or designee at least ten (10) class days prior to the date the student intends to be absent.
- c) The Dean of Students or designee shall notify appropriate faculty within 72 hours of receiving the request. Faculty members are expected to note the excused absence in class record documents.
- d) Students granted an excused absence shall be given the opportunity to make up all work or tests missed within the semester in which the absence occurred.
- e) Instructors/faculty are prohibited from implementing unnecessary sanctions, requiring additional work, or making unreasonable requests of students who are duly granted an excused absence.
- f) Should other provisions of the NC Administrative Code or the General Statutes apply, the college shall implement requirements to comply with those provisions.

Unexcused absences are subject to academic penalty at the discretion of the instructor. Assignments missed due to absences or failure to complete the assignment by the assigned deadline may be made up at the convenience of the instructor.

Discussion forums, documented face-to-face meetings, submitted assignments, or submitted tests will serve as attendance verification for distance delivery venues. Instructors/Faculty will maintain an accurate attendance roster to effectively support the following:

1. Attendance at all class meetings is expected. Absences seriously disrupt students' progress in a class and diminish the quality of group interaction. Late arrivals and/or early departures may count toward total absences in courses.
2. Students who have not attended at least one class session by the ten (10) percent date of the course will be withdrawn by the instructor as "never attended". Official entry into *distance courses* consists of documented completion by students of the orientation/syllabus quiz or icebreaker assignment within the Learning Management System (LMS) by the ten (10) percent date of the course. No tuition and fee adjustments will be made to the student's registration statement.
3. Students whose absences exceed 20 percent of all scheduled contact hours will be withdrawn from the course by the instructor for excessive absences. In such cases, re-admittance to class will be at the discretion of the instructor and the Dean of Enrollment Management. Based on contact hours, the number of hours that may be missed for the most common courses are listed below:

Contact Hours	Twenty Percent
32 hours	6 hours
48 hours	10 hours
64 hours	14 hours
80 hours	16 hours

4. Students who do not attend for two consecutive weeks will be withdrawn from the course by the instructor.
5. Attendance policies provided to students by individual instructors through course syllabi will reflect the existing policy of the College. Because of the nature of some courses, some instructors may have more restrictive attendance requirements.

TARDINESS

Students are expected to be in their positions ready for instruction at the time scheduled for the class to begin. Any deviation from this procedure is disruptive, discourteous, and unfair to instructors and to fellow students who are deprived of the total instruction period as a result.

Accordingly, students who are late for a class, laboratory, or shop, may, at the discretion of the instructor, be denied admittance to the class meeting, and be awarded an absence mark for the class. Likewise, students who leave class, laboratory or shop early without the permission of the instructor may, at the discretion of the instructor, be awarded an absence mark for the class.

OFFICIAL WITHDRAWAL PROCEDURES

A student intending to transfer or withdraw from Bladen Community College should report his/her intentions to a counselor and his/her faculty advisor. This will protect the student's academic record, right to re-enroll, and right to transfer to another college. Procedures for withdrawal are as follows:

1. The student must obtain a withdrawal form from the Registrar's office.
2. The student must complete the withdrawal form.
3. The student must secure the required signatures of instructor and academic advisor.
4. The student must present the finished instrument to the Registrar's office for processing.

Caution: Failure to attend a course does not constitute formal withdrawal. A student who stops attending a course and does not adhere to official withdrawal procedures will be dropped by the instructor. Administrative removal from a course will result in a "W" or "WF" grade, depending on the withdrawal date for the course.

STUDENT INITIATED WITHDRAWAL

During the Drop/Add Period: A student may withdraw from a course at Bladen Community College within the drop/add period, as specified by the academic calendar in the College Catalog, and not have a grade entered on his/her academic record, providing the student executes proper withdrawal procedures.

Through the Mid-Term: A student may withdraw from a course at Bladen Community College through the date of mid-term, as specified by the academic calendar

in the College Catalog, and receive a grade of “W” on his/her academic record providing the student executes proper withdrawal procedures.

After the Mid-Term: A student may withdraw from a course at Bladen Community College after the end of the mid-term, as specified by the academic calendar in the College Catalog. In such cases, a grade of “WF” will be recorded on the student’s academic record. The grade of “WF” will be calculated as a failing grade in determining the student’s GPA.

If the student presents written documentation of extenuating circumstances which make it impossible for the student to continue in the course after the mid-term, a grade of “W” may be awarded upon agreement of the instructor and the Dean of Enrollment Management. An extenuating circumstance is defined to be a condition that became existent after the mid-term which forced the student to withdraw from classes for reasons beyond his/her control. Documentation from a professional person, including dates and the exact condition, will be provided to the Office of Student Services within ten (10) calendar days after the last day of attendance. In such cases a student will receive a grade of “W” on his/her academic record. Unsatisfactory academic performance does not by itself meet the requirement of an extenuating circumstance.

ADMINISTRATIVE REMOVAL FROM CLASS:

A student is duly enrolled in a class when he/she has paid all tuition and registration fees. A student may withdraw from a class by adhering to “official withdrawal procedures”. However, in some circumstances students will be removed/withdrawn from class by the instructor. They are as follows:

1. He or she fails to attend class or make contact prior to the 10 percent point of the course (census date). In this case, the instructor may be reasonably assured that the student does not intend to pursue the learning activities of the course. This is considered “never attended”; a grade of “NA” will be placed on the student’s academic record. Completion of the orientation/syllabus quiz or icebreaker assignment within the LMS represents the first documented class day for distance courses.
2. He or she ceases attending class or submitting assignments. Students who do not attend at least 80 percent of the scheduled class sessions will be dropped from the class roster with a grade of “W” or “WF” depending on the official withdrawal date. (See “Class Attendance” section for the definition of attendance verification for distance delivery venues).
3. Students who do not attend class for two consecutive weeks will be dropped from the class roster with a grade of “W” or “WF” depending on the official withdrawal date. This rule applies to all classes regardless of course contact hours or course delivery method.

NOTE: An administrative drop shall be submitted to the registrar’s office within 72 hours of the student achieving withdrawal/removal status.

EFFECT OF WITHDRAWAL ON FINANCIAL AID

Withdrawal from a class or from classes may adversely affect the student’s continued eligibility to receive financial aid. For federal funding sources such as Pell Grant and Supplemental Educational Opportunity Grant, students may be required to repay a portion of the funds received if they stop attending classes before the end of the term.

Veterans withdrawing from a course with a grade of “W” will incur an overpayment

from the Veterans Administration and will be held liable for repayments.

NATIONAL STUDENT CLEARINGHOUSE

Bladen Community College is a member of the National Student Clearinghouse. The Clearinghouse provides a central repository for information on the enrollment status of Qualifying Program borrowers attending educational institutions. The Clearinghouse is the school's agent for purposes of confirming enrollment status of student financial aid recipients. Bladen Community College reports the enrollment status and degree of students to the Clearinghouse. The Clearinghouse is then responsible for providing status and deferment information, on behalf of the College, to guaranty agencies and lenders.

CHANGE OF PROGRAM

A change of programs may be effected as follows:

1. Secure and complete a program change form. Forms are available in the Office of Student Services.
2. Consult with the counselor and secure concurrence for the requested program change.
3. Acquire approval from the admissions committee if the change is the result of failure to meet the academic progress standards. The approval of a program change under these circumstances will result in the placing of the student on academic probation in the new program.

A change from an uncompleted program to a different program will not negate the cumulative hours attempted and grades received. However, only credits transferred to the new program will be used for calculating GPA.

Credits earned in a program will be credited toward a degree, diploma, or certificate program only after evaluation by the Office of Student Services. Courses earned in a diploma or certificate program are transferable to an associate degree program, provided they are equivalent courses. Transferability must be approved by the Dean of Enrollment Management.

INDEPENDENT STUDY

Under special circumstances, a student may attempt selected courses by independent study to earn credit in a curriculum area. In all cases, the student must be officially enrolled in any course taken by independent study. The student desiring to take a course by independent study must initiate a request with the Vice President for Instruction and Student Services. The Vice President for Instruction and Student Services will process each request according to the following conditions:

1. The course must be listed in the course description section of the current college catalog and have been approved for credit by independent study by the Administration.
2. All independent studies must be approved by the Vice President for Instruction and Student Services.
3. Since all courses do not lend themselves to independent study, the instructor(s) in a curriculum will present a list of courses available for independent study to the Vice President for Instruction and Student Services. These lists will be updated with the revision of each general catalog. Interim additions or deletions will be announced through addenda to the current catalog.
4. Under special circumstances, a student may attempt a course by independent study to earn credit in a curriculum area. The student is expected to complete all requirements of the course. A schedule of instructor-student contacts will be

- arranged by the instructor at the beginning of the course.
5. Students may register for only one independent study course per semester. No more than ten percent (10%) of the total hours required for graduation in any curriculum may be earned by independent study.
 6. A student will not be permitted to take a course by independent study if the college plans to offer that course before the normal time of that student's graduation unless the scheduled course conflicts with another required course. If the course has been scheduled during the previous semesters of the student's enrollment, the student must show valid cause why the course was not taken when scheduled.
 7. A student may not take a course by independent study if the student has previously failed or withdrawn failing from the course.
 8. Independent studies must begin during the drop/add period and must be completed by the end of that semester unless extenuating circumstances, in the opinion of Vice President for Instruction and Student Services, justify an extension. The Vice President for Instruction and Student Services decision in such cases will be final.

ENROLLMENT OF INTELLECTUALLY GIFTED STUDENTS

Students under the age of sixteen who are identified as intellectually gifted may be granted permission to enroll in curriculum classes at BCC. The student must provide the college with official results from a North Carolina Community College approved aptitude achievement test indicating a score of 92 percent or higher. Any student seeking admission under this provision must contact the Dean of Enrollment Management. The college Vice President for Instruction and Student Services must approve the enrollment of students for this program.

GRADING SYSTEM

Records of progress are kept by the College on veteran and non-veteran students. Progress records are furnished to the students, veterans and non-veterans, at the end of each scheduled school term based on the following system.

Grade	Significance	Grade Points/Credit
A	Excellent	4
B	Good	3
C	Fair	2
D	Poor, but passing	1
F	Failing	0
I	Incomplete	0
W	Withdrawal	0
WF	Withdrew Failing	0
AU	Audit	0
S	Satisfactory	0
U	Unsatisfactory	0
CR	Credit	0
TR	Transfer Credit	0
NA	Never Attend	0
IP	In-Progress	0

Grading is the responsibility of each instructor based on student performance. Each

instructor should develop and advise all students as to the system to be used in evaluating performance. No grade will be reported if a student withdraws from college or from a course within the drop/add period.

“F”— Failing: “F” grade received in a course which is required for the completion of a curriculum must be removed on the student’s GPA by repeating and passing the course. If a student fails a prerequisite course, he/she should repeat and successfully complete the prerequisite before beginning the next course.

“I”— Incomplete grade: A grade of “I” may be awarded only when a student has not completed the requirements of a course. If a grade of “I” is not removed within one semester, the “I” grade will be changed by the Dean of Enrollment Management to a grade of “F”. The student receiving an “I” grade is responsible for contacting the instructor to determine the specific requirements for completion of the course.

“WF”— Withdrew Failing: Same significance as “F” grade.

“AU”— Audit: Students who wish to audit courses must follow regular registration procedures and must have approval of the department chairperson responsible for the particular course. Audit students do not receive credit but must adhere to attendance regulations. An audit cannot be changed to credit nor can credit courses be changed to audit courses after the “drop/add” period. Auditors will be charged the same fee as students taking courses for credit.

“S”— Satisfactory or “U”—Unsatisfactory will be used for the orientation class.

“CR”— Credit by Examination will be used to denote credit received by examination.

“TR”— Transfer of Credit will be used to denote all credits transferred from other colleges.

“NA”— Student never attended class by the census date and did not follow proper withdrawal procedures.

“IP”— The student’s course has not yet ended.

GRADE POINT AVERAGE

The grade point average of a student is determined by multiplying the grade points per credit hour times the credit hours for the course, adding these results, and dividing the total by all credit hours attempted and reflecting the quotient to three decimal points.

Example:

Subject	Grade	Credit Hours	Grade Points
ENG 111	A	3	12
MAT 140	B	3	09
PSY 150	C	3	06
BIO 110	D	<u>4</u>	<u>04</u>
		13	31

Grade Point Average (GPA) = $31/13 = 2.385$

A grade point average of at least 2.000 is required for graduation. All required courses must be attempted and passed.

GRADES AND GRADE CHANGES

All grades will be recorded on the student’s official transcript upon completion of

each semester. Final grades will be available through WebAdvisor to students after the end of each academic session. Course grades, along with semester and cumulative grade point average (GPA), will be displayed. Grade reports are no longer printed and mailed to students.

Written authorization from the instructor is required to change an awarded grade. Instructor records of grades are maintained by the registrar's office for three years and then discarded. Thereafter, the only official record of grades is the student's permanent transcript. Grade changes must be conducted during that three year period. A request for a grade change must be initiated by the student and approved by the original instructor.

GRADE APPEAL PROCESS

Instructors are responsible for determining the grade a student earns for a course. Grade determination should be based on the course grading policy as detailed in the course syllabus. At times students may disagree with course grades as assigned by the instructor. In those cases, the student should follow the steps as outlined below:

1. The student should meet with the course instructor and discuss the grade. This meeting must take place within 30 calendar days of the initial assignment of the grade.
 2. If the student and Instructor fail to reach a mutual agreement, the student must submit a written appeal to the Department Chair. After confirming that an effort has been made between student and Instructor to reach an agreeable outcome regarding the grade in question, the Department Chair will:
 3. Listen to the student's explanation of why he or she thinks that the grade is in error.
 4. Talk with the Instructor to confirm that the Instructor can either demonstrate the grade was correctly assigned or to confirm that, upon reexamination, a grade change is in order.
 5. Communicate to the student the result of the discussion. If the student is dissatisfied with the outcome, a meeting will be arranged to include the Instructor, the student, Department Chair, and Dean in whose area the protested grade was awarded. The Dean will determine whether or not an agreeable outcome can be reached.
- EXCEPTION:** In a situation where the grade in question involves a dispute between a student and a department chair or dean, the appeal may move to the next step.
6. If the student remains dissatisfied with the outcome, he or she should state the reason(s) the grade is believed to be in error in a written appeal addressed to the Vice President for Instruction and Student Services. This written appeal must be submitted within 10 calendar days after the meeting between the student, Instructor, Department Chair and Dean. Upon receipt of a written appeal, the Vice President for Instruction and Student Services will convene the Grade Appeal Committee. The Grade Appeal Committee will be comprised of four faculty members appointed by the President. For each appeal, the committee will select one member to serve as non-voting chair and recorder for the appeal.
 7. The student and instructor will be given an opportunity to address the committee and to answer questions. After reviewing all relevant information presented, the committee will render a written decision reflecting the popular opinion of the committee. The committee will report its decision to the Vice President for Instruction and Student Services who will notify the student and the instructor of the outcome.

8. The decision of the Grade Appeal Committee will be final. The right to appeal a grade expires at the end of the semester following the one in which the grade was assigned. When a student appeals a grade assigned by an instructor no longer employed at the college, step one does not apply.
9. As per procedure, should any portion of the process result in the need to change the grade, the instructor will submit the Grade Change form.

SCHOLASTIC HONORS

Full-time students who demonstrate academic achievement will be recognized by Bladen Community College in the following ways:

- (1) **Dean's List** - Achievement of maintaining a 3.5 G.P.A., or above, in any given semester.
- (2) **President's List** - Maintaining a 4.0 G.P.A. in any given semester.
- (3) **Graduation with Honors** - Maintaining a 3.5 G.P.A., or above, while in attendance at Bladen Community College.
- (4) **Graduation with High Honors** - Maintaining a 4.0 G.P.A. while in attendance at Bladen Community College.

Students receiving any grade below C or a grade of I will be excluded from Scholastic Honors. Developmental studies courses are not used in computing honor eligibility. Only courses required in the chosen major are used in computing honor eligibility.

ACADEMIC HONESTY POLICY

Bladen Community College operates under the premise of academic honesty. The policy is that plagiarism, cheating, unauthorized multiple submissions, and copyright encroachment are prohibited. Whereas it is the instructor's responsibility to create an environment in which academic honesty is expected, it is the student's obligation to uphold this policy.

Students who violate the academic honesty policy, either directly or indirectly, are immediately responsible to the instructor of the course. The instructor has the authority to assign an "F" or a "zero" for the exercise or examination, and/or to assign an "F" in the course. If the course serves as a prerequisite for sequential courses within the curriculum, the student will not be able to progress in the program of study until the course is completed with a passing grade.

For the purpose of this policy, the following terms are defined as:

A. Cheating

Practicing or attempting to practice dishonesty or deception in the taking of tests or in the preparation or submission of academic work purporting to be one's own; or doing any of the following without instructor permission: copying or attempting to copy from another person's test, paper, or other graded work in a course; allowing someone to copy one's test, paper, or other graded work; using during a testing period, or bringing into a testing area with the intent to use, any notes or other materials which a student is not permitted to consult; or intentionally helping or attempting to help another to commit an act of academic dishonesty.

B. Plagiarism:

Copying a sentence, several sentences, or a significant part of a sentence that has been written by someone other than the person submitting the paper, and then neglecting to indicate through the use of quotation marks or blocking that the

material has been copied; or copying from another writer in such a way as to change one or two words in the sentence, or rearranging the order of the wording, or paraphrasing, or summarizing information and then neglecting to furnish documentation; or any failure to cite sources when appropriate.

C. Multiple Submission:

Submitting of substantial portions of the same academic work (including oral reports) for credit more than once without authorization; submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work; or allowing someone to submit one's own previously graded work for credit. Different aspects of the same work may receive separate credit; e.g., a report in history may receive credit for its content in a history course and for the quality of presentation in a speech course.

D. Copyright Encroachment:

Using copyrighted material in any form (printed, electronic, or magnetic media storing documents of any type, including software) without authorization.

The acts of cheating, plagiarism, multiple submission, and/or copyright encroachment shall encompass, but shall not be limited to, the examples or contexts cited above.

CATALOG OF RECORD

A student who is in continuous enrollment as a full-time student (summer session excluded) may graduate under the provisions of the catalog in effect on his/her date of entry provided the courses are still offered, or he/she has the option of choosing the requirements of a subsequently revised issue. A student who is not in continuous enrollment must graduate under the provisions of the catalog in effect on his/her reentry date, or a subsequent issue.

COURSE SUBSTITUTION POLICY

A course may be substituted for a required course in a curriculum if the course being substituted is the functional equivalent of the required course. It is the student's responsibility to initiate a request for course substitution with the appropriate faculty advisor. The form is forwarded to the appropriate faculty chairperson for approval. If approved at that level, the request will then be forwarded to the Dean of Enrollment Management for review and final approval. The request for course substitution will be placed in the student's permanent academic record. Financial aid and veterans benefits recipients may be limited in the number of course substitutions by federal regulations.

COURSE PREREQUISITES AND COREQUISITES

Prerequisite courses are courses that must be completed before students can enroll in subsequent courses. Co-requisite courses are courses that must be taken at the same time as another course or prior to the course to be taken. Prerequisite and co-requisite serve as safeguards to successful course and program completion in that they ensure proper knowledge and background for higher level courses. Students must comply with the college catalog regulations that courses may not be taken until all prerequisites and co-requisites have been met.

Students have a responsibility to check prerequisite and co-requisite requirements. Registering for a course without having the appropriate co-requisite will result in students being dropped from courses. Students will not receive a tuition refund for courses

dropped after the census date. The removal from a course may affect students' full-time status and/or financial aid.

Exceptions to this requirement must be requested by the division dean and approved by the Vice President for Instruction and Student Services. Students will be required to demonstrate appropriate knowledge and skills for admission to the course by meeting the following criteria: (1) successful completion of credit by exam, (2) successful completion of a higher level or similar course, (3) a course taken at another institution equivalent to those specified in the prerequisite or co-requisite course (4) an associate or higher level degree when enrolling in entry level college courses (5) possession of a relevant and current licensure or certification, (6) for visiting students, written documentation or transcript from their college/university indicating prerequisite or co-requisite has been met.

COURSE REPETITION

Students who receive a grade of "C", or better, on a curriculum course can repeat the course once. In such cases, the higher grade will be used to calculate the grade point average.

A student may repeat a required curriculum course as many times as necessary to pass it. A required course in which an "F" is received must be repeated and passed to graduate.

No course may be counted more than once in calculating the total number of hours toward graduation. For any course repeated, the highest grade earned will be used in calculating the major grade point average hours toward graduation. All courses will be recorded on the transcript. Students will not receive financial aid for repeating courses in which the grade earned was "D" or higher.

AUDITING CLASSES

No Bladen Community College curriculum course may be audited more than once within a three-year period unless it is a rapidly changing, highly technical course that must be updated frequently. In such a case, the Dean of Enrollment Management, Department Chair, and the respective instructor will determine one's need to repeat the course, as an audit student, more frequently than every three years. Any exception will be properly recorded in the student's permanent record. In the event of limited classroom space, first priority for a classroom seat must go to the student enrolled for credit.

ACADEMIC PROGRESS

Each student enrolled in a degree, diploma, or certificate program is expected to maintain satisfactory progress toward completion of requirements for the degree, diploma, or certificate. At the end of each semester, a student's grade point average for that semester and a cumulative grade point average are examined.

For purposes of determining satisfactory academic progress, grade point averages are computed on the basis of the credit hours attempted for which final grades have been received in the student's program of study. Academic work at another college will not be used to determine academic status. To be considered making satisfactory academic progress, a student must maintain a minimum cumulative grade point average of 2.0.

ACADEMIC PROBATION

A student whose academic progress is unsatisfactory, as determined by the student's

cumulative grade point average described earlier, will be placed on academic probation and will be notified by Student Services. The student will be required to have a conference with his/her advisor and counselor to review academic progress and to remove the probationary status.

A student who has been on academic probation for more than one semester may be required to reduce his/her course load until probationary status is removed.

A student who has been on academic probation for a total of two semesters will be subject to suspension. However, students are not generally suspended from the College for unsatisfactory progress but rather may be required to reduce their course load or repeat courses on which they have received "F's". They may choose another program of study or register for development or special programmed studies to strengthen their educational background and increase the likelihood of making satisfactory progress. As a last resort, a student may be suspended for consistent failure to show active initiative toward fulfillment of his/her chosen educational goal.

Students receiving financial aid should refer to the Satisfactory Academic Progress for Financial Aid section.

ACADEMIC FORGIVENESS POLICY

A student may submit a written petition to the Dean of Enrollment Management to have unsatisfactory grades which are at least five years old forgiven at Bladen Community College on record.

Upon readmission, when the student completes 12 hours of academic work with a 2.0 grade point average, or better, his/her previous grades of "F" will be forgiven in the computation of the overall grade point average.

Recipients of federal financial aid or veteran's benefits may not be eligible for this forgiveness policy under federal guidelines and regulation. The student should contact the Financial Aid Office or the office of Veterans Affairs for information.

TUTORIAL PROGRAM

Tutors are available to assist students who encounter problems in specific courses. Tutoring may be required by the Office of Student Services if not voluntary on the part of the student. An instructor who deems it necessary that a student be tutored will inform the Office of Student Services which will schedule a tutor to assist the student at times convenient to both. This service is free to the student.

GRADUATION REQUIREMENTS

Graduation exercises are conducted once each year at the end of the spring semester. The following are minimum requirements for the awarding of an Associate in Applied Science Degree, Associate in Arts Degree, diploma, and certificate:

1. Successfully complete all required courses as outlined by curricula in catalog and earn at least a 2.000 grade point average in all courses attempted.
2. Submit Notice for Degree/Diploma/Certificate form to the Registrar one semester prior to completion of course requirements.
3. Fulfill all financial obligations to the College.
4. Have official high school or GED (General Education Development) transcripts sent to the College.
5. Pay a graduation fee.

Any student not completing these requirements one semester prior to completion of a

curriculum will have his/her case reviewed by the Graduation Review Committee. The student will then be informed as to the procedure(s) for completing the minimum graduation requirements.

RESIDENCE REQUIREMENTS

Students transferring credits to Bladen Community College must complete all prescribed course requirements as listed in the curriculum guide. At least 25% of the semester hours required for graduation must be completed in residence study at Bladen Community College in order to satisfy associate degree requirements. A minimum of sixteen (16) semester hours of residence study must be completed at Bladen Community College to satisfy diploma requirements.

COMMENCEMENT MARSHALS

Students who have maintained the highest scholastic averages are honored by being chosen commencement marshals. The marshal who has the highest academic average is named chief marshal.

STUDENT CLASSIFICATION

Freshman—a student enrolled in a two-year program who has earned less than 32 credit hours.

Sophomore—a student enrolled in a two-year program who has earned 32 or more credit hours.

Full-time Student—a student who is registered for 12 or more semester hours in a regular semester, or 9 or more in a summer session.

Part-time Student—a student who is registered for less than 12 semester hours in a regular semester, or less than 9 in a summer session.

Special Student—an auditing or part-time student not seeking a degree, diploma, or certificate from Bladen Community College.

COURSE LOAD

Students normally may take a maximum of eighteen (18) credit hours during the fall or spring term. Students desiring to take in excess of eighteen (18) credit hours must obtain special permission from the Dean of Enrollment Management. Special permission is not necessary, however, when the curriculum guide prescribes more than twenty (20) credit hours for any given term. Students may take a maximum of thirteen (13) credit hours during the summer term. Any exception must be approved by the Dean of Enrollment Management.

ACCESS AND RELEASE OF EDUCATIONAL RECORDS

Bladen Community College supports the rights and privacies afforded each student by the Family Educational and Privacy Act of 1974 and is in compliance with its provisions.

The statute governs access to records maintained by certain educational institutions and the release of such records. In brief, the statute provides:

- * that such institutions must provide student access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate.
- * that institutions must obtain the written consent of the student before releasing personally identifiable data about the student from records with the exception of:

- A. directory information (Directory information is defined as the student's name, major field of study, date of attendance, and degrees and awards received.)

NOTE:

Any student who does not wish the College to release any or all information designated as directory information without the student's written consent must notify the Office of Student Services (Building 2) immediately. The College assumes that the student's failure to file a request for nondisclosure indicates approval for disclosure.

- B. school officials, including teachers within the educational institution or local educational agency, who have been determined to have legitimate educational interests;
- C. officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student be notified of the transfer, receive a copy of the record if record is desired, and have an opportunity to challenge the contents of the record;
- D. authorized representatives of (1) the Comptroller General of the United States, (2) the Secretary, (3) the Commissioner, the Director of the National Institute of Education, or the Assistant Secretary for Education, or state educational authorities;
- E. in connection with a student's application for, or receipt of, financial aid;
- F. state and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974;
- G. organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer needed for the purpose for which it is conducted;
- H. accrediting organizations in order to carry out their accrediting functions;
- I. parents of a dependent student, or such parents, as defined in section 152 of the Internal Revenue Code of 1954; or in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution.

Student records (admissions papers, registrations, grades, and other supporting data) are maintained in the Office of Student Services. Students wishing to challenge the content of their educational record should notify the Dean of Enrollment Management in writing.

Any additional information concerning the Family Educational Rights and Privacy Act of 1974 may be obtained in the Office of Student Services.

TRANSCRIPT REQUESTS

Transcripts of courses taken at Bladen Community College will be furnished upon written request of the student. A processing fee of \$3.00 will be charged for "official" transcripts. Mailed transcripts are considered "official". "Unofficial" copies may be picked up in the registrar's office at no cost. Forty-eight (48) hour notification must be

provided for all transcript requests. Transcripts will not be released until all financial obligations to the institution have been satisfied. Transcripts will not be printed on registration day or the first day of class of each semester.

TUITION AND FEES

** Tuition is subject to change by the N.C State Legislature.*

Students at Bladen Community College are responsible for the proper completion of their academic program, for familiarity and observance of the College catalog and student handbook, for maintaining the required grade point average, and, at all times, knowing their academic status. Faculty advisors and counselors will work with the student, but final responsibility remains with the individual student.

Students taking 16 or more credit hours	\$ 904.00
Students taking less than 16 credit hours (per credit hour)	\$ 56.50
Out-of-state (16 or more credit hours)	\$ 3976.80
Out-of-state (less than 16 credit hours) (per credit hour)	\$ 248.50

A full-time student is defined as a student taking twelve (12) or more credit hours for the fall and spring semesters; nine (9) or more for the summer session. However, tuition charges are based on one-sixteen (1-16) credit hours. For Financial Aid purposes, full time is **12** or more credit hours (Including Summer Session).

Student Activity Fee

The Student Activity Fee is charged as follows:

Fall and Spring Semesters

12 or more credit hours per semester	\$ 19.00
Less than 12 credit hours per semester	\$ 12.00

Summer Session

None

The fees are to be used for the benefit of the student body. The Student Government Association prepares the budget and decides upon disbursement of Student Activity funds. The SGA regulates the amount of Student Activity Fee charged to each student; however, because of regulations and guidelines of the North Carolina Community College System, this fee must be approved by the President of the College and the Trustees.

All fees are subject to change without notice.

Computer Technology Fee (Curriculum)	\$10 per semester
Computer Technology Fee (Con Ed)	\$5 computer class
Graduation Fee	\$20
(Late Fee)	\$10
Science Lab Fee (curriculum)	\$ 5.00 per semester for every student taking an on-campus Biology or Chemistry course
Security/Parking Fee	\$5 per semester
Student Malpractice Insurance (Nursing, CNA, etc.)	\$15 per year
Student Accident Insurance	\$1.25 per semester

TUITION WAIVERS

1. Senior citizens aged 65 or over are entitled six hours of tuition at no cost per

- semester.
2. High school students enrolled under the Dual Enrollment Policy are entitled to free tuition.
 3. All full-time college staff members employed for a 9, 10, 11, or 12 month term may enroll in one curriculum or extension course per semester as well as the summer term, in the system without payment of tuition.

RESIDENCY CLASSIFICATION FOR TUITION PURPOSES

Every applicant is required to provide information regarding his or her length of residency in North Carolina. The tuition charge for legal residents of North Carolina is less than for nonresidents attending Bladen Community College. To qualify for in-state tuition, a **legal resident** must have maintained his or her **domicile** in North Carolina for **at least twelve months** prior to his or her classification as a resident for tuition purposes. Copies of the applicable law (G.S. 116-143.1) and implementing regulation are available in the Student Services. Initial classification of residency for tuition purposes is made in the Admissions Office. Appeals and requests for re-classification should be addressed to the Dean of Enrollment Management.

RESPONSIBILITIES OF THE STUDENT TO RELATIVE RESIDENCY CLASSIFICATION

1. If you currently are classified as a nonresident for tuition purposes, it is your right to petition for a change in classification to that of resident if you claim that you are now and, for at least the twelve-month period immediately preceding the date of such petition, have been a legal resident of the State of North Carolina. The fact that you have resided in the state for twelve months does not in itself constitute in-state residency. You must be able to show proof that you have indeed taken steps to become a legal resident. Examples are filing income tax in North Carolina, registering for voting, listing personal property taxes, automobile registration, etc.
2. If you currently are classified as a resident for tuition purposes, it is your obligation to petition for a change in classification to that of a nonresident if you have reasonable basis for believing that change in facts requires such a change in classification. Failure to fulfill this obligation may result in appropriate disciplinary action including, but not necessarily limited to, cancellation of enrollment. If it is determined that in fact you have become a nonresident, the effective date of change in applicable tuition rates shall be the next quarter following the date of change in facts which required the change in classification, unless you are deemed eligible to further enjoy the in-state tuition rate under the statutory twelve-month grace period. If you claim eligibility as a member of the Armed Forces or a dependent relative of such a member to be charged the in-state tuition rate under GS 116-143.3, you must submit the appropriate application prior to initial enrollment or re-enrollment for which you claim the tuition benefit. You must submit the application prior to each successive academic year of enrollment.
3. North Carolina laws require that each student supply all information requested relative to residency classification for tuition purposes. Failure to do so would result in classification as a nonresident for tuition purposes.

OUT-OF-STATE TUITION WAIVERS

1. When an employer, other than the armed services, pays tuition for an employee to attend a community college and when the employee works at a North Carolina business location, the employer is charged the in-state tuition rate.
2. Out-of-state service members and their dependents stationed at a North Carolina base are eligible to be charged the in-state tuition rate. This waiver is for the academic year. Continuing students must re-apply each fall term.

PARKING REGULATIONS

Vehicles entering the Bladen Community College campus will adhere to all State of North Carolina traffic regulations (Chapter 20 of the General Statutes). All speed limits and parking regulations will be posted.

1. Parking areas are designated for students, faculty-staff, visitors, and handicapped.
2. Permits will be issued to curriculum students during registration at a cost of \$5.00 per semester. Parking permits are valid August to August. Continuing Education students will be issued a temporary permit upon registration for class (at no cost). Expiration will be dated at the end of the class. Disciplinary actions, such as expulsion from campus, will result in loss of permit. Employees' vehicles will be registered with a permit at no cost.
3. Fines will be levied at the listed rates below for offenses indicated. Repeated violations will restrict an individual from operating a vehicle on campus.
 - a) Failure to display valid parking permit - \$5.00.
 - b) Parking in Visitor or Faculty/Staff spaces - \$5.00.
 - c) Parking in Handicapped - \$10.00.
 - d) Parking in Loading Zones, designated No Parking area, or parking in two spaces. - \$5.00.
 - e) Parking or driving in area not designated for vehicles (i.e., walkways, playing fields, around tennis and basketball courts, open fields, blocking driveway or access, etc.) - \$5.00.

ADMITTANCE TO CLASS

A student will be admitted to class only after being officially enrolled in the course as evidenced by the payment of applicable tuition and fees and actual attendance in class. In the event a student registers for a course after it has met on the last day of the official drop/add period, entrance to the course will be allowed only during the first regularly scheduled period of the course following the close of the drop/add period.

REFUND POLICY

Curriculum Programs:

1. A tuition refund shall not be made except under the following circumstances:
 - a. A 100 percent refund shall be made if the student officially withdraws up to and including the drop/add date of the academic semester as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the course in which the student is officially registered is cancelled by the College.
 - b. A 75 percent refund shall be made if the student officially withdraws the date after the drop/add date up to and including the census date or the official 10 percent point of the course. At the time the student officially

withdraws under this policy, the student shall be notified of the refund; the refund will be processed automatically. For classes beginning at times other than at the beginning of the semester, the same provisions set forth in part (1) (b) of this paragraph apply.

2. Federal regulations will supersede these regulations where applicable.

EXTENSION PROGRAMS:

1. A registration fee refund shall not be made except under the following circumstances:
 - a. A student who officially withdraws from an extension class(es) prior to the first class meeting shall be eligible for a 100 percent refund if the class in which the student is officially registered fails to “make” due to insufficient enrollment.
 - b. After the respective class begins, a 75 percent refund shall be made upon the request of the student if the student officially withdraws from the class prior to the 10 percent point of the scheduled hours of the class. Note: This rule is applicable regardless of the number of times the class meets or the number of hours the class is scheduled to meet.
 - c. For classes beginning at times other than at the beginning of the semester, applicable provisions as noted in subparagraphs (a) and (b) of this rule apply. For contact hours classes, 10 calendar days from the first day of the class (es) is the determination date.
 - d. At the time of official withdrawal under this policy, the College shall notify the student of the right to receive a refund.

Refunds will not be processed for payment until after the 20 percent point of the semester has been reached. Checks will be made during the next pay cycle in the Business Office.

STUDENT RESOURCE CENTER

The Student Resource Center is an integral and important component of the institution and, as such, operates within the framework of the philosophy and purposes of the institution to provide services which are pertinent to those purposes. The hours of operation for the Student Resource Center are: Monday – Thursday 8:00 a.m. – 8:30 p.m. and Friday 8:00 a.m. – 3:00 p.m. Semester break and summer hours vary.

Library Services

The Library, which is located in the Student Resource Center building, houses approximately 25,000 volumes and 144 periodicals. In addition to the printed volumes the library’s collection includes books on CD and cassette, and instructional videocassettes and DVDs. These materials are part of an ever growing collection which provides a wide range of information to support the educational programs of the institution and complement the learning styles of library patrons. NC-LIVE offers access to resources found in newspapers, periodicals, and professional journals. Computers are available for Internet access and word processing.

Although the Library collection is not community-oriented, the Library is open to anyone who wishes to use it, and an effort is made to provide materials of a general nature in the collection. In-house use of library materials is unrestricted; however, a patron must be at least sixteen years of age and a Bladen County resident in order to be

issued a library card. A valid library card (no overdues or fines) is required to check out materials for home use and to access library computers.

The Library is a participant in the North Carolina Community College System CCLINC (Community College Libraries in North Carolina), a member of the North Carolina Information Network, and a selective user of OCLC (On-line Computer Library Center). These alliances provide access to the resources owned by community colleges across the state, the State Library of North Carolina and other participating libraries in North Carolina and throughout the nation. These resources are available, upon request through interlibrary loan, to all patrons of the Library.

Remote access to resources and services is provided through the following website:
Bladen Community College Library Homepage:
<http://www.bladen.cc.nc.us/lrc/index.html>

Students studying in BCC's Student Resource Center



BOOKSTORE

It is the student's responsibility to obtain the required textbooks and supplies. The Bookstore is operated by the College as a service to the students, faculty, and staff. Textbooks, instructional supplies, and course-related materials are available in the Bookstore. The Bookstore is located in the student center and is opened on a part-time basis. Morning and evening hours are posted each semester.

BOOKSTORE REFUND POLICY

Students are allowed until the last day of drop/add to return textbooks for a refund. Books that have not been used, damaged, or marked in will be accepted for 100% refund. Shrink-wrapped textbooks that have been opened, or textbooks with software or CD's that have been opened are **nonrefundable**. You **must** have your cash register receipt to receive a refund, and all refunds will be made by check and mailed to the individual student.

UNPAID FINANCIAL OBLIGATIONS

Degrees, diplomas, or certificates will not be granted nor will transcripts be furnished until all financial obligations to the College have been paid. Unpaid financial obligations may include tuition, bookstore, library fee, parking fine, graduation, promissory note, financial aid, athletic equipment and uniform, or any other required payment. All previously incurred expenses at the College must be paid before a student may re-enter at the beginning of any semester.

FINANCIAL AID

Bladen Community College offers a financial aid program to assist deserving students in meeting the cost of attending college. The program consists of four major types of aid: grants, scholarships, student employment, and loans. Most aid is granted on the basis of need. The Financial Aid Office utilizes the Free Application for Federal Student Aid (FAFSA) to determine student eligibility for financial aid. All students are encouraged to apply.

Applications for Financial Aid

1. Apply on-line at www.fafsa.gov or come by the lab located in the Financial Aid Office for assistance.
2. The Financial Aid Office will give written notice of eligibility.
3. Scholarship applications are available in March from the Financial Aid Office and the high school guidance offices. Scholarship applications must be received by the Financial Aid Office by April 15th.
4. Federal Work Study applications are available in the Financial Aid Office.
5. Students applying for a Direct Loan must complete a Loan Request Application in the Financial Aid Office.

Types of Aid

1. Federal Pell Grant Program –The Pell Grant is a federal aid program which provides educational funds to eligible students. Application for the Pell Grant is made by applying on-line at www.fafsa.gov. Students must apply for this grant in order to be considered for other financial aid.
2. Federal Work-Study Program – The Federal Work-Study Program provides

part-time jobs to students who demonstrate financial need. Application for Work-Study is made by completing the FAFSA and an application for Work-Study obtained from the Financial Aid Office.

3. Supplemental Educational Opportunity Grant Program – The Supplemental Educational Opportunity Grant Program (SEOG) is designed to provide grants to exceptionally needy students. Application for the grant is made by completing the FAFSA.
4. NC Educational Lottery- The NC Educational Lottery provides financial assistance to needy NC students. Application for this grant is made by completing the FAFSA.
5. NC Community College Grant – The North Carolina Community College Grant program provides funds for North Carolina residents attending community colleges who qualify for a limited amount of Pell Grant funds or are not eligible for Pell Grant or the Hope tax credit. Application for the North Carolina Community College Grant is made by completing the FAFSA.
6. Scholarships – To be considered for a scholarship, a student must complete the FAFSA. A scholarship committee composed of several faculty and staff members of Bladen Community College screen potential scholarship applicants to consider requests and make awards for the various scholarships available.
7. Direct Loans – Are available for students enrolled at least half-time in a qualifying program and who are in good academic standing. Direct loans may be either subsidized or unsubsidized and **must** be repaid. The interest rate for Direct loans is variable. The federal government determines interest rates on July of each year. The amount a student can borrow per academic year will depend upon enrollment, dependency status, and other aid received.

What are Subsidized loan funds? Subsidized loan funds are awarded based on financial need. The federal government pays the student's interest while he/she is enrolled in school at least half-time in a qualifying program. The student begins paying interest when repayment of the loan begins.

What are Unsubsidized loan funds? Unsubsidized loan funds are not need based. The student will be charged interest from the time funds are disbursed until the loan is paid in full. Students may choose to make monthly interest payments while in school, or they can choose to defer interest payments. If the student chooses to defer interest, it will accrue and will be added to the principal amount of the loan. Please note, if interest is capitalized, it will increase the amount the student has to repay.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

According to Federal and State regulation students receiving financial aid must maintain Satisfactory Academic Progress (SAP). The financial aid office at Bladen Community College monitors a student's academic progress as a condition of eligibility when the student applies for financial aid and at the end of each enrollment period (semester). These requirements are applied to a student's entire academic history at BCC including transfer hours from other schools and including periods when financial aid was not received. A student is considered to be making satisfactory academic progress when the following three requirements are satisfied.

1. **Qualitative Standard (Cumulative Grade Point Average)** – A student must maintain a minimum cumulative grade point average of 2.0.

2. **Quantitative Standard (Completion Rate)** – A student must pass at least 67% of credit hours attempted.
3. **Maximum Time Frame** – A student must successfully complete the program of study within its time frame. Federal regulations specify that the time frame may not exceed 150% of the published length of the program. For example, if they degree requires 64 credit hours to graduate, they are eligible to receive financial assistance until they have attempted 96 credit hours. Additional time needed to complete the degree beyond the maximum stipulated must be entirely at the **student's expense**. Once a student exceeds the time frame for their program of study, they are no longer eligible to receive financial aid. However, the student can appeal to the Director of Financial Aid to have their eligibility extended if there are extenuating circumstances. Course withdrawals, incompletes and course failures count as hours attempted. Repeated courses and transfer credit hours received from another college will be counted in hours attempted. All remedial classes are counted towards maximum time frame (150%).

Financial Aid Warning

Students who fail to meet the minimum cumulative GPA of 2.0 and/or fail to complete 67% of classes are given a warning. Students placed on a warning remain eligible for financial aid for one payment period (semester).

Financial Aid Suspension

Students who fail to meet the conditions of a warning which are to maintain a minimum cumulative GPA of 2.0 and complete 67% of classes are placed on suspension. Students who are placed on suspension forfeit their financial aid. A student may either appeal to have their financial aid eligibility reinstated or may notify the financial aid office once they are meeting the satisfactory academic progress policy for students receiving financial aid so that their financial aid eligibility can be reconsidered.

Financial Aid Probation

Students who are suspended may appeal to the Director of Financial Aid to have their financial aid eligibility reinstated for one payment period (semester) on probation. (See the appeal process outlined below). A student on probation may not receive financial aid for the subsequent payment period unless:

- Student is now meeting the financial aid satisfactory academic progress policy at the end of the probation period (semester).
- The financial aid office determines that the student met the requirements specified by the school in the academic success plan.

Continued Probation

As long as the student continues to make progress as identified by the academic plan, the student will remain eligible for financial aid on continued probation. Students will be notified of their status at the end of each payment period (semester) or when they first apply for financial aid.

Financial Aid Appeal Process

Appeal Process Students who are suspended for not making satisfactory academic progress standards may appeal for reinstatement of financial aid eligibility for one

semester if they have extenuating circumstances which are generally beyond their control such as a death in the family, serious illness or injury. The procedure for appeal is:

1. Print out and complete the Satisfactory Academic Progress Appeal Request Form from the financial aid website.
2. The student will indicate in writing to the Director of Financial Aid the reasons why he/she did not make satisfactory academic progress and why financial aid should not be suspended. Also, it should be addressed as to what has changed that will allow the student to make satisfactory academic progress at the next evaluation.
3. Documentation to support the appeal is required and must be attached to the letter of appeal. Appeals submitted without documentation will not be reviewed.
4. The student must have completed an academic success plan when placed on financial aid warning. A copy of this academic success plan and required documentation associated with the plan must be submitted to the Financial Aid Office prior to the appeal.
5. The Director of Financial Aid will review the appeal and documentation to determine whether or not the student's financial aid eligibility will be reinstated. The student will be mailed a letter to be advised of the decision.

Submission of an appeal does not guarantee reinstatement of eligibility for financial aid. Each appeal is reviewed on a case by case basis.

Paying out of pocket for classes or sitting out a semester is not grounds for reinstatement of aid. Students must bring their academic progress back into compliance or have an appeal approved to have aid reinstated.

Return of Title IV Funds Policy

Students who withdraw from all classes prior to completing more than 60 percent of the semester will have their eligibility for aid recalculated and may be required to repay a portion of any federal financial aid funds received for that semester. This policy applies to all students who withdraw, drop out, or are expelled from BCC and who have received Title IV funds (federal financial aid.) Title IV aid is earned on a per diem basis up to and including the 60 percent point of the semester. Financial aid recipients enrolled after the 60 percent point of the semester are deemed to have earned 100 percent of federal financial aid awarded.

Any institutional refunds, to which the student may be entitled, such as tuition and fees, will be calculated according to the state refund policy found in this catalog. Refunds and adjusted bills will be sent to the student's address of record. Students are responsible for paying any portion of the charges that are outstanding after Title IV funds are returned. Students' records will be placed on hold and he/she will not be allowed to register for classes until the bill is paid in full.

VETERAN'S EDUCATIONAL ASSISTANCE

The Veterans Administration (VA) determines the eligibility of students requesting Veterans Educational benefits. The VA Certification Official processes necessary documentation, provides guidance in obtaining benefits, certifies enrollment and monitors students' academic progress.

Veterans' educational benefits are available to eligible veterans, spouses, and children of certain categories of living and deceased veterans and to certain active duty military personnel, reservists, and National Guard members.

In order to qualify for VA benefits, BCC must be in receipt of official copies of all high school and college transcripts. Students must maintain a cumulative grade point average (GPA) of 2.0 in order to be eligible to receive VA benefits. Recipients of VA educational benefits whose cumulative GPA falls below 2.0 will be placed on academic probation for the subsequent semester. If the cumulative GPA remains below 2.0, the student will no longer be eligible to receive VA educational benefits.

Students may apply for VA educational benefits online through the following website: <http://vabenefits.vba.va.gov/vonapp/main.asp>

It is the responsibility of the student receiving VA benefits to inform the BCC VA Certification Official when any class is dropped or of any other changes. Failure to do so could result in a delay in VA educational benefit payments to the student or in the suspension of the student's certification to receive VA educational benefits.

STUDENT SERVICES

Bladen Community College is interested in developing all students to their fullest potential. The College strives to offer the utmost in academics as well as social and cultural activities to build a well-rounded person. Student Services provides assistance to students with various aspects of their education from admissions through graduation. The Dean of Students and Dean of Enrollment Management are responsible for planning and implementing student development services.

Goals of Student Services

The objectives of student development services at Bladen Community College are as follows:

1. To determine student interest in attending the school;
2. To recruit and admit those students deciding to attend;
3. To examine and counsel students for appropriate programs;
4. To administer the students' admission, activities, and post graduation vitae to include the preparation and maintenance of temporary and permanent records thereof;
5. To plan, implement, and provide supervision for extracurricular activities such as inter-and intra-school sports, recreation, clubs, and SGA;
6. To provide counseling services before, during, and after a student's formal education at Bladen Community College;
7. To solicit and make known job positions for undergraduates and graduates;
8. To provide assistance—financial, tutorial, advisory—as necessary for total student development.

GUIDANCE SERVICES

The Office of Student Services includes counseling services. These services are available to every student from pre-admission through post-graduation.

Each student is assigned a faculty advisor who serves to assist the student with specific course planning and registration.

Students are encouraged to consult the Office of Student Services on personal and academic matters. The Office will arrange conferences to discuss problems with the student in order to evaluate his/her case and provide the needed guidance. The Office of Student Services provides assistance in the following areas:

TESTING

Various tests are administered to serve the following purposes:

1. To measure a student's aptitude and preparation to compete successfully in the community college's environment;
2. To indicate the student's proficiency in Reading, English, and Mathematics;
3. To assist the student in selecting a program of study consistent with his/her aptitude and abilities.

Various self-assessment tests are available through the Career Center for use as a tool in the guidance and career planning of students.

COUNSELING

Counseling for personal growth and adjustment is provided to students. Each student may use this service as desired. Students may feel free to come to the Office of Student Services at any time or schedule a confidential conference to discuss personal concerns. Counselors will also make individual referrals as needed.

SERVICES FOR STUDENTS WITH DISABILITIES

The college's goal is to insure qualified students equal opportunity and access to all programs and facilities. Our goal is to integrate disabled students into the life of the College and help them participate and benefit from the programs and activities enjoyed by all.

Services for students with special needs are coordinated through Student Services. It is the student's responsibility to provide current documentation of their disability so that the college can arrange for necessary services. Requests for special services should be made at least four weeks prior to needing special accommodations and registering for classes. Every reasonable effort will be made to accommodate all students; however, if requests are not received in a timely manner prior to the time the student needs special accommodations, it may not be possible to provide the necessary services until a later term.

HEALTH SERVICES AND INSURANCE

Bladen Community College does not provide medical or hospital services and does not assume responsibility for injuries incurred by students when participating in sports, physical activity courses, class, or student activities. The college does not provide medical or hospital services; however, first aid supplies are located in all buildings for minor treatments. In the event of injury or illness, the student should notify a faculty or staff member. If the situation necessitates immediate attention, the employee in the responsible area where an emergency occurs will dial "911" to request medical assistance and dial "5500" to notify the receptionist. The responsibility for medical services rests with students and/or their parents or guardians. Emergency facilities are located nearby at Bladen County Hospital. Transportation to receive medical services will not be provided by college staff members; however, college officials will assist the student in contacting emergency services or an individual as designated by the student.

All students are required to purchase insurance to cover accidents. The cost of this accident insurance is \$1.25 per semester (subject to change). In addition, students enrolled in health related classes must pay a liability insurance fee of \$15.00 per year (subject to change). The student is personally responsible for all expenses associated with the rendered emergency services.

CAREER GUIDANCE CENTER

The Career Guidance Center located in Room 116 of Building 2 will assist students and alumni in developing their career objectives. The Center is open during the day and services are available during the evening at scheduled times.

Services include career planning and guidance, advisement on techniques of employment and interviewing, assistance in the preparation of resumes and cover letters, providing information on post-secondary education and training, and providing of materials for minorities, homemakers seeking marketable skills, mid-life career changers, handicapped, or other special populations. Students and citizens of the College's service area are urged to utilize the services available through the Center.

JOB PLACEMENT

The College will assist students and alumni in securing employment. The objective of this service is to guide and assist the student and graduate in obtaining the type of position for which he/she has been trained and for which he/she is best qualified.

Active contracts are maintained with industries. Informative booklets, brochures, and industrial directories are available in the library. Group and individual job interviews can be arranged. Students interested in placement services should register in the Office of Student Services.

STUDENT FOLLOW-UP AND ALUMNI PROGRAMS

In order to properly evaluate the effectiveness of the various programs offered, it is necessary for the College to gather information from former students about their training. The Director of Planning sends each student a brief form requesting pertinent information after termination. A follow-up study of graduates will be made by the Director of Planning to gather information which will indicate effectiveness, curricula critiques, and employer reactions to graduates of the College. This information will be given to the Director of Planning.

The results of these surveys are compiled and presented to the President, Executive Committee, Planning Committee, and pertinent faculty for the purpose of evaluating the programs, methods of instruction, course content, and potential job markets for the alumni of each program.

STUDENT RECORDS

Upon receipt of an application for admission, a student record file is established. The student's record file shall be used throughout the student's enrollment to collect and maintain pertinent basic data relative to the individual's admission and academic progress.

The contents of the student's active record file are as follows: application for admission; transcripts of secondary and post-secondary educational records; assessment scores; medical history; federal funding questionnaire; directory release information form; correspondence related to admission, attendance, academic progress, and disciplinary actions; student registration records; final grade reports, and miscellaneous data related to admission and academic progress.

Student records may be sent to other institutions or authorized persons only when requested by the student. A written request should be made to the Office of Student Services.

College instructors or professional personnel who wish to see a student's record in

regard to professional educator-student relations must obtain permission from the Counselor or Dean of Enrollment Management.

Records of progress are kept by this College on veteran and non-veteran students. Progress records are furnished the students, veterans and non-veterans, at the end of each scheduled school term.

RETENTION AND DISPOSAL OF RECORDS

Permanent record files are scanned and stored electronically through Singularity, a Hyland Software product. Student information is stored on a local server that is copied daily to prevent any loss of information. Both active and inactive records are accessible through the intranet-based application. The records are archived by name, student id #, social security number, and birth date. Bladen Community College does not rely on paper to store permanent records; therefore, the records are protected against fire, theft, destruction, and other hazards.

BCC Men of Standard



STUDENT ACTIVITIES

Extracurricular activities are viewed as important to the total growth and educational development of the individual. The College encourages participation in student organizations and activities. Through the Student Government Association, Bladen Community College attempts to provide a variety of activities for cultural, entertainment,

and recreational purposes. These activities include social events, service projects, campus organizations and an athletic program if student interest warrants. Recreational facilities and equipment are provided for the students and are readily accessible through the Office of Student Services. A designated faculty or staff member of the College will supervise all student activity programs in order to insure that the institution's policies and procedures are followed.

STUDENT GOVERNMENT ASSOCIATION

Each student enrolled at BCC is a member of The Student Government Association. The Student Government Association is responsible for the extracurricular activities held at Bladen Community College throughout the year.

Officers are elected each year by their peers, and officers must meet academic, personal, and character standards set forth in the Student Government Constitution.

This organization provides students a voice in student affairs and policy making bodies within the College. The president of the Student Government Association is a member of the Executive Committee of the College. The president of the Student Government Association is also an ex-officio member of the Board of Trustees.

Student Government Association



AMBASSADOR PROGRAM

Purpose

The purpose of the Bladen Community College Ambassadors is twofold:

- I. To develop student leadership and civic responsibility.
- II. To represent Bladen Community College at selected events both on campus and in the surrounding community.

Selection Process

Four (4) ambassadors will be selected from among the student body based on applications, recommendations, and interviews.

1. Applications must be completed by April 1st of each year and selections for the following year will be made by March 1st. (A student may serve a second year's term, but he/she will have to repeat the application process.)
2. Recommendations must be completed and received by the Ambassador Program Committee prior to April 1st each year.
3. Interviews will be conducted between May 2nd and May 20th. More than one interview may be required during the selection process.

Requirements for Selection

Prospective ambassadors must meet the following criteria:

1. Will have completed twelve (12) semester hours on campus at Bladen Community College with a GPA of 2.8 or higher by the end of the semester in which application is made.
2. Complete an Ambassador Program application.
3. Obtain three properly prepared recommendations from faculty and/or administrators for submission to the Ambassador Program Committee.
4. Make themselves available for interviews at the Ambassador Program Committee's convenience during the selection process.
5. Carry a minimum load of twelve (12) semester hours each term.

Benefits of Service

Ambassadors will receive the following benefits from the college and/or the program for their services:

1. \$500 scholarship each semester of service in good standing.
2. School blazer with embroidered emblem.
3. School golf shirt.
4. Training in public speaking and social etiquette.
5. Leadership training.

The Ambassador Program is sponsored by the Bladen Community College Foundation, Inc.

GRIEVANCE PROCEDURE

Any student who feels he/she has been treated unjustly may present his/her grievance in writing to the Dean of Students. Unfair treatment includes arbitrary or discriminatory action resulting from an institutional policy or unprofessional conduct by a member of the College.

It is recommended that students make every effort to resolve grievances with the individual involved to include that individual's supervisors. A record of those grievances should be maintained so that they may be included in the written grievance submitted to the Dean of Students. The Dean of Students will bring the grievance before the Grievance

Committee. The committee will review all grievances and make an appropriate recommendation to the individual or group making the complaint.

In the event the action is deemed unsatisfactory, the complaint will be submitted to the Executive Committee of Bladen Community College. Further appeal may be made to the Board of Trustees. All appeals will be routed through the Dean of Students.

STUDENT PUBLICATIONS

A school newspaper may be published by the students at regular intervals, dependent upon student interest.

The purpose of student publications is to inform students of the happenings of the College and to voice opinions about current issues, if they so choose. All student publications are under the direction of the SGA and the supervision of the Dean of Students. All publications will conform to the principles of good practice, demonstrating integrity and responsibility. Students working with school publications must be in good standing. This implies both good academic and conduct standards.

SAFETY PLAN AND PROCEDURES

Bladen Community College provides a healthful, safe, and secure environment for all members of the campus community. The Vice President Finance is responsible for the safety program. The safety program is administered by the Bladen Community College Safety Council. All students, faculty, and staff must become familiar with the Safety Plan requirements.

Safety procedures are posted in all classrooms, shops, and laboratories. Bladen County does have an emergency "911" capability that students, faculty, and staff will utilize during emergencies.

CRIME AWARENESS AND CAMPUS SECURITY

Bladen Community College is committed to providing a safe learning and working environment for the students and employees of the College. Bladen Community College encourages all students, faculty, and staff to report crimes or suspected criminal action promptly and fully. Bladen Community College adheres to the following Crime Awareness and Campus Security Policy.

In case of an accident, criminal actions, and other emergencies, the Vice President Finance, or the designee, must be notified immediately. (If any of the above situations occur at any campus site (example: East Arcadia), the appropriate director of that location must be notified.

1. The Vice President Finance, or the designee, is responsible for security and access to all campus facilities.
2. Security officers are employed to perform routine activities for general security and to provide emergency assistance for serious situations requiring immediate response. They follow a staggered schedule to cover days, evenings, and Saturdays.
3. Violations involving the possession, use, and sale of alcoholic beverages, possession and/or use of any drug as defined under the N.C. Controlled Substance Act, will not be tolerated in, or on, any part of the campus, its satellites, equipment it operates, or wherever its employees or students are required to be while performing their duties as students or employees. Any violations of these standards of behavior may result in dismissal from the

College.

4. All incidents (criminal and security) must be reported to the Vice President Finance, or the designee (day), or Evening Director (night), and/or campus security officers.

Security Operations

1. Security Officers are available on campus during regular operating hours. An on-site security system is in place at the Dublin campus. These systems are tied into a security monitoring service, Security Central.
2. The Security Officers have portable radios and are constantly patrolling. Should any event requiring security occur, the officers can be contacted through the front desk. Security Officers will keep the receptionist informed of their locations. The receptionist will use the radio to contact officers, as needed. Events are reported to the appropriate personnel after the situation is under control. Security escorts are available to walk students, faculty, and staff to their cars at night. The switchboard operator, located in Building 2, will arrange escorts.
3. Information concerning crime awareness, campus security procedures and practices, and annual security reports are disseminated to students and employees through the following:
 - A. Faculty, staff, and student handouts.
 - B. Catalog
 - C. Orientation

The Campus Security Act requires colleges to record and report certain crimes. Information data on crime and security violations shall be filed, disseminated, and posted each August by the Dean of Students. The same shall be submitted to the Department of Education and be available for distribution to interested parties.

CAMPUS CRIME REPORT

Colleges and universities are required to provide crime statistics relative to a number of specific categories of crime. Statistics are published in October of the Fall semester and include the past three calendar years. They are distributed to students and employees and/or available upon request.

Offenses Reported	2007	2008	2009	Hate Crimes
Murder /Non-negligent manslaughte	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0
Sex offenses – Non-forcible	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	3	0
Burglary	0	0	0	0
Motor vehicle theft	0	0	0	0
Arson	0	0	0	0
Illegal weapons possession	1	2	0	0
Drug law violations	0	0	0	0
Liquor law violations	0	0	0	0

SEXUAL HARASSMENT

All employees and students are guaranteed the right to work and study in an environment free from sexual harassment. Sexual harassment shall here-forth be deemed a form of sex discrimination prohibited by North Carolina General Statutes 126-16. Any student desiring a copy of this policy should contact the Dean of Students.

Sexual harassment toward any member of the College is a violation of both state and federal law, and college policy, and cannot be tolerated in the College community.

All members of this College community are expected and instructed to conduct themselves in such a way as to contribute to an atmosphere free of sexual harassment. Any act, comment, or behavior which is of a sexually suggestive or harassing nature, and which in any way interferes with an employee or a student's performance, or creates an intimidating, hostile, or offensive environment, is strictly prohibited.

Students have the responsibility to bring any such incident to the attention of the Dean of Students so that a confidential investigation may be immediately begun. Following this investigation, a review of the results of the investigation with the person(s) involved will be conducted, and corrective and/or disciplinary action will be taken against the responsible employee(s) or student(s), up to and including, immediate termination of employment or immediate dismissal from the College. Any supervisor, department head, or the Dean of Students to whom such a report is made will immediately handle the matter and report it to the President.

If a student is uncomfortable with initially reporting such harassment to the Dean of Students, he/she should go directly to the President. If uncomfortable with initially reporting such harassment to the President, he/she should go directly to the Chairman of the Board of Trustees. If uncomfortable with initially reporting such harassment to the Chairman, he/she may go directly to any other member of the Board of Trustees.

If a student initially reports the harassment to the Dean of Students and is dissatisfied with the decision rendered, the student must then file a written request for further review with the President. If a student is uncomfortable with filing a written request for further review with the President or initially reports the harassment to the President and is dissatisfied with the decision rendered, a written appeal for a hearing may be filed with the Board through the President. The decision of the Board will be final.

Any student desiring a copy of this policy should contact the Dean of Students.

DRUG AND ALCOHOL PREVENTION PROGRAM

The use and abuse of drugs and alcohol are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users and/or abusers of drugs or alcohol may impair the well-being of all employees, students, the public at large, and result in damage to college property. Therefore, in compliance with the Federal Drug-Free Workplace and Drug-Free Schools and Campuses Regulations, it is the policy of this college that the unlawful use, possession, manufacture, distribution, or dispensation of a controlled substance or alcohol, is prohibited while in the college workplace, on college premises, or as part of any college-sponsored activities. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution. The specifics of this policy are as follows:

1. Bladen Community College does not differentiate among unlawful users, pushers, or sellers of drugs or alcohol. Any employee or student who unlawfully possesses, uses, sells, gives or transfers a controlled substance or alcoholic

- beverage to another person while in the college workplace, on college premises, or as part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion, and referral for prosecution.
2. The term “controlled substance” means any drug listed in 21 CFR part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of North Carolina General Statutes. Generally, these are drugs which have a high potential for abuse. Such drugs include, but are not limited to heroin, PCP, cocaine, “crack”, and marijuana. They also include “legal drugs” which are not prescribed by a licensed physician. The term “alcoholic beverage” includes beer, wine, whiskey and any other beverage listed in Chapter 18B of the General Statutes of North Carolina.
 3. If any employee or student is convicted of violating any criminal drug or alcoholic beverage control statute while in the college workplace, on college premises, or as part of any college-sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Specifically, any such person who is convicted of a felony, or of a misdemeanor which results in an active prison sentence may, if a student, be expelled, or if an employee, be terminated from employment (subject to existing disciplinary policies applicable to employees and State or Federal law which may apply). Other misdemeanor convictions will be evaluated on a case-by-case basis, and the penalties to be imposed may range from written warnings or mandatory counseling or rehabilitation to expulsion from enrollment or discharge from employment. Any such person charged with a violation of these policies concerning illegal drugs may be suspended from enrollment or employment before initiation or completion of disciplinary proceedings if the Executive Committee determines that the continued presence of such person within the college community would constitute a clear and immediate danger to the health or welfare of other members of the community after an appropriate pre-termination inquiry. All employees and students of the college are currently eligible and are encouraged to participate without cost in a Student/Employee assistance program which offers, among its many services, drug and alcohol abuse counseling.
 4. Each employee or student is required to inform the Office of Student Services at the college, in writing, within five (5) days after he or she is convicted of violation of any federal, state, or local criminal drug or alcoholic beverage control statute where such violation occurred while in the college workplace, on college premises, or as part of any college-sponsored activity. A conviction means a plea of or a finding of guilt (including a plea of *nolo contendere*) and the imposition of a judgment by a judge sitting with or without a jury in any federal or state court. As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.
 5. The Office of Student Services must notify the U.S. governmental agency, from which a grant was made, within the (10) days after receiving notice from the grant employee or otherwise receiving actual notice of a drug conviction. Disciplinary action against the convicted employee must be undertaken by the college within 30 days.

INCLEMENT WEATHER POLICY

Bladen Community College has established special procedures to be followed in the event of inclement weather, natural disasters, or other weather-related emergencies. It is the responsibility of the President or a designated representative to make the decision regarding whether to delay classes, cancel classes, or close the College. In the event that bad weather or other emergency situations occur after employees and students have arrived at the College, depending on the situation, employees and students may be directed to a place of safety within buildings or may be told to leave the campus.

Procedures

The President or a designated representative will make the decision to delay classes, cancel classes, or close the College in the event of inclement weather or other emergencies as soon as possible after an evaluation of reports from the Bladen County Emergency Services Director. Information will be available at the following sites:

TV Stations	Radio Stations	Online News	Bladen Community College Swithboard
WWAY TV-3, Wilmington	WGQR FM 105.7	www.bladenonline.com	910.879.5500
WECT TV-6, Wilmington	WKLM FM 95.7		
WSFX TV-26, Wilmington			
WILM TV-10, Wilmington			
WRAL TV-5, Raleigh			
WBTW TV-13, Florence			
News Channel Carolina Cable 14			

Curriculum and Continuing Education scheduled classes which are missed due to inclement weather or not held for any reason, such as, natural disaster or other emergencies will be emergencies, will be rescheduled or the instruction should be made up by some other alternative. Alternatives may include extra class sessions, extended class sessions, individual conferences, or other options approved by the Vice President for Instruction and Student Services. Extra assignments may include online assignments.

Approved: March 22, 2011

SMOKING POLICY

In the interest of providing a healthful and productive work environment for all employees and students, smoking and the use of tobacco products is prohibited within any College owned building or College property not specifically designated as “smoking area”. Smoking is also strictly prohibited within any College-owned and/or leased vehicles. The policy applies to all employees, students, contractors, vendors and visitors to the campus. Failure to observe this policy may result in disciplinary action.

LOST AND FOUND

All lost articles of value should be reported to the Student Services office.

TELEPHONE CALLS TO STUDENTS AND EMERGENCY CALLS

Students cannot receive telephone calls or messages at school except in the case of an emergency. Bladen Community College does not have the facilities to forward general messages to students. Relatives, friends, and associates should be asked to refrain from attempting to contact students at school.

In case of an emergency, the staff will make every effort to relay information to students. Staff members will not interrupt classes to deliver a message unless it is determined to be an emergency. Individuals who call for a student must state the nature of the emergency.

HOUSING

Housing arrangements are the student's responsibility. The College does not provide student housing. Upon request, the Student Services department will assist students in locating adequate housing in the area. The College assumes no responsibility in any financial arrangements between the student and the landlord.

VISITORS

Visitors are always welcome at Bladen Community College. Prospective students are requested, when possible, to notify the Student Services office when they are going to visit the campus. This will ensure that appropriate staff will be available for questions.

However, persons who do not have legitimate reasons for being on the campus are not allowed to use the campus facilities. Loitering is strictly prohibited.

Unauthorized visitors refusing to leave will be charged with trespassing.

CHILDREN ON CAMPUS

Children are not allowed to accompany a parent to class or to be left unattended anywhere on campus. The College assumes no liability for injuries incurred by children on campus.

STUDENT RIGHTS, STANDARDS OF STUDENT CONDUCT, DISCIPLINE, AND APPEAL PROCEDURES

I. PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of this academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic conditions in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility. As members of the larger community of which the College is part, students are entitled to all rights and protection accorded them by the laws of the 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.

II. STUDENT RIGHTS

- A. 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.
- B. Students are free to pursue their educational goals. Appropriate opportunities for learning in the classroom and on the campus shall be provided for by the College. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
- C. 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.
- D. 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.
- E. The Family Educational Rights and Privacy Act of 1974 provides safeguards regarding the confidentiality of and access to student records, and this Act will be adhered to by the College. Student 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 records shall be made available to unauthorized personnel or groups outside the College without the written consent of the student involved except under legal compulsion.
- F. 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 Standards of Student Conduct violation the right of a hearing, presentation of charge(s), 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 to appeal.

III. STANDARDS OF STUDENT 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 these standards are not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following regulations set forth offenses for which disciplinary proceedings may be initiated. Violation of one or more of the following regulations may result in one of the sanctions described in Section V.

- A. Taking or acquiring possession of any academic material from a member of the college staff or student body without permission, receiving or giving help during tests; submitting papers or reports prepared or written by others as one's own; plagiarism.
- B. Theft, misuse, damage or defacing of a college property, or theft of or damage of 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.
- C. Possession or consumption 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. Manufacture, 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. Furthermore, no one with the smell of alcohol on him/her or whose observable behavior leads a college official to believe they are under the influence of alcohol or other drugs, will be allowed at the college or any college activity. **NOTE:** Parents are notified when students under age 21 violate drug and/or alcohol laws.
 - D. Lewd or indecent conduct, including public physical action; or openly vulgar or profane language; or the distribution of obscene or libelous written material; or the wearing of clothing that communicates indecent or vulgar messages.
 - E. 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.
 - F. Any act, comment, or behavior which is of a sexually suggestive or harassing nature; and/or which interferes with a student's or an employee's performance or creates an intimidating, hostile, or offensive environment; and/or any action intended to result in the trading of sexual favors for any other consideration.
 - G. 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.
 - H. 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.
 - I. Participating in or conducting an assembly, demonstration, or gathering in a manner which threatens or causes injury to a person or property; which interferes with free access to ingress or egress of college facilities; which is harmful, obstructive or disruptive to the educational process or institutional functions of the College; holding rallies, demonstration, or any other form of public gathering without prior approval of the College; remaining at the scene of such an assembly after being asked to leave by a representative of the college staff.
 - J. 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.
 - K. 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.
 - L. Gambling on the College premises.
 - M. Smoking and/or using forms of tobacco products in classrooms, shops, labs, offices or other unauthorized areas.
 - N. Violation of college regulations regarding the operation and parking of motor vehicles, the registration of student organizations, or use of college facilities.

- O. Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive.
- P. Failure to comply with instructions of college officials acting in performance of their duties.
- Q. Violation of the terms of disciplinary probation or any college regulation during the period of probation.
- R. Fiscal irresponsibility such as failure to pay college-levied fines, to repay college-funded loans, or the passing of worthless checks, drafts, or orders to college officials.
- S. Violation of a local, state, or federal criminal law on college premises adversely affecting the college community's pursuit of its proper educational purposes.
- T. Violation of College policy as to the use of college computers and/or software, and/or the use of same to access and/or distribute pornographic materials, photos, etc.
- U. Animals on campus are forbidden, including animals left in vehicles. Service animals are permitted.

IV. DISCIPLINE PROCEDURE

- A. **Immediate Suspension:** 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 student(s) involved to cease and desist such conduct and advise them that failing to cease and desist may result in immediate suspension. If the student(s) fail to cease and desist, the instructor may then suspend the student(s) from the class. An administrative officer may suspend the student(s) from either the class or the College until a resolution of the matter can be made. The instructor or administrative officer invoking such suspension shall notify the Dean of Students in writing of the individual(s) involved and the nature of the infraction as soon as possible but no more than two (2) days following the incident. The Dean of Students shall resolve the matter in a timely fashion utilizing the steps outlined in Section IV, C.
- B. **Responsibility For Implementation:** The Dean of Students is responsible for implementing student discipline procedures. In the event any discipline procedure conflicts with state or federal law, the state or federal law shall be followed. The Dean of Students shall refer the discipline matter to the appropriate official as outlined by state or federal law.
- C. **Disciplinary Procedures:** In order to provide an orderly system for handling student disciplinary cases in accordance with due process and justice, the following procedures will be followed:
 - 1. **Charges:**
Any administrative official, faculty member, or student may file charges with the Dean of Students against any student or student organization for violations of college regulations. All charges filed must be submitted in writing to the Dean of Students stating:
 - a. Names of student(s) involved.
 - b. Alleged Violation of the Standards of Student Conduct.
 - c. Time, place, and date of the incident.

- d. Name of person(s) directly involved or witnesses to the infractions.
 - e. Any action taken that relates to the matter.
 - f. Desired solutions.
2. Investigation and Decision.
Within five (5) working days after the charge is filed, the Dean of Students 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 Dean of Students may act as follows:
 - a. Drop the charges.
 - b. Impose a sanction consistent with those shown in Section V.
 - c. Refer the student to a college office or community agency for services.
 3. Notification:
The decision of the Dean of Students 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 Dean of Students or where the student refuses to cooperate, the Dean of Students shall send a certified letter to the student with a list of charges, the Dean of Students' decision, and instructions governing the appeal process (Section VI).

V. SANCTIONS

- A. **Reprimand**: A written communication which gives official notice to the student that any subsequent offense against the Standards of Student Conduct will carry heavier penalties because of this prior infraction.
- B. **General Probation**: An individual may be placed on General probation when involved in a minor disciplinary offense. General Probation has two (2) important implications: first, the individual is given a chance to show capability and willingness to observe the standards of Student Conduct without further penalty; and second, if the individual errs again, further action will be taken. This probation will be in effect for no more than one (1) semester.
- C. **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 sanction prohibits the student from officially representing the College or participating in any extra-curricular activities including intramural competitions. This probation will be in effect for not less than two (2) semesters. Any violation of Restrictive Probation may result in immediate suspension.
- D. **Restitution**: Paying for damaging, misusing, destroying or losing property belonging to the college, personnel, or students. Restitution may take the form of appropriate service to repair or otherwise compensate for damages.
- E. **Interim Suspension**: Exclusion 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.

- F. **Loss of Academic Credit or Grade:** Imposed as a result of academic dishonesty.
- G. **Withholding Academic Records and/or the Right to Register:** Withholding transcript, diploma, or the right to register or participate in graduation ceremonies imposed when financial obligations are not met or the student has a disciplinary case pending final disposition.
- H. **Suspension:** Exclusion 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 Dean of Students before returning to campus.
- I. **Expulsion:** Dismissing a student from campus for an indefinite period, losing student status. The student may be readmitted to the College only with the approval of the President.

VI. DISCIPLINARY APPEALS PROCEDURE

A student who disagrees with the decision of the Dean of Students may request a hearing before the Appeals Committee. This request must be submitted in writing to the Dean of Students within three (3) working days after receipt of the Dean of Students' decision. The Dean of Students shall refer the matter to the Appeals Committee together with a report of the student against whom the charge has been filed, and the relevant facts revealed by the Dean of Students' investigation.

A. **Committee Composition**

Membership of the Appeals Committee shall be composed of the following:

- 1. Four faculty/staff members appointed by the President.
- 2. President of the Student Government Association (SGA). If the SGA President is unable to serve, the President will appoint a student replacement.

B. **Procedures for Hearings Before the Appeals Committee**

Procedural Responsibilities of the Dean of Students.

- 1. The Appeals Committee must meet within six (6) working days of receipt of a request for a hearing. The Appeals Committee may hold the hearing prior to the six (6) work days expiration period, with the consent of the student. At least three (3) working days prior to the date set for the hearing, the Chairperson shall send a certified letter to the student's last known address providing the student with the following information:
 - a. A restatement of the charge or charges.
 - b. The time and place of the hearing.
 - c. A statement of the student's basic procedural rights.
- 2. Basic procedural rights of students include the following:
 - a. The right to counsel. The role of the person acting as counsel is solely to advise the student. The counsel shall not address the Committee. If the student opts to bring counsel, the student must inform the Dean of Students of this intention when the request for the hearing is filed. If the student brings counsel to the hearing without so informing the

- Dean of Students, the committee chairperson will give the student the option of proceeding without counsel or postponing the hearing for 5 working days.
- b. The right to produce witnesses on one's behalf.
 - c. The right to request in writing, that the President disqualify any member of the Committee for prejudice or bias. (The requests must contain reasons). A request for disqualification, if made, must be submitted at least three (3) working days prior to the hearing. If such disqualification occurs, the President shall appoint a replacement.
 - d. The right to present evidence.
 - e. The right to know the identity of the person(s) bringing the charge(s).
 - f. The right to hear witnesses on behalf of the person bringing the charges.
 - g. The right to testify or to refuse to testify without such refusal being detrimental to the student.
 - h. The right to appeal the decision of the Committee to the President who will review the official record of the hearing. The appeal must be in writing and it must be made within five (5) working days of the completion of the hearing.
3. The Conduct of the Committee Hearings
- a. Hearings before the Committee shall be confidential and shall be closed to all persons except the following:
 - (1) The student.
 - (2) Counsels
 - (3) Witnesses who shall:
 - (a) Give testimony singularly and in the absence of other witnesses.
 - (b) Leave the committee meeting room immediately upon completion of the testimony.
 - b. The hearing will be tape recorded. Tapes will become the property of the College, and access to them will be determined by the Chairperson of the Committee and the Dean of Students. All tapes will be filed in the office of the Dean of Students for three years. The Dean of Students will keep copies of all correspondence and rulings surrounding the hearing for three years.
 - c. The Committee shall have the authority to adopt supplementary rules of procedure consistent with this code.
 - d. The Committee shall have the authority to render written advisory opinions concerning the meaning and application of this code.
 - e. Upon completion of a hearing, the committee shall meet in executive session to determine concurrence or non-concurrence with the original finding and to recommend sanctions, if applicable.
 - f. Decisions of the Committee shall be made by majority vote.
 - g. Within three (3) working days after the decision of the Committee, the Dean of Students shall send a certified letter to the student's last known address providing the student with the Committee's decision.

C. Appeal to the President

A student who refuses to accept the findings of the Committee may appeal in writing to the President within five (5) working days after receipt of the Committee's decision. The President shall have the authority to:

1. Review the findings of the proceedings of the Committee.
2. Hear from the student, the Dean of Students and the members of the Committee before ruling on an appeal.
3. President will render a decision within five (5) working days.

D. Appeal to the Board of Trustees

Any party of the Appeals Committee hearing may request, in writing, a hearing before the Board of Trustees or a committee of the Board as an appeal of the President's decision within five (5) working days of the decision. The Board of Trustees or a committee of the Board may review information to date and to render a decision without the personal appearance before them of the parties of the Appeals Committee hearing or rendering a decision. This decision of the Board will be made at the next regularly scheduled meeting of the board following the incident.

VII. STUDENT GRIEVANCE PROCEDURE

A. Purpose

The purpose of the Student Grievance Procedure is to provide a system to channel student complaints against faculty and staff concerning the following:

1. Alleged discrimination on the basis of age, sex, race, handicap or other conditions, preferences, or behavior, including sexual harassment complaints.
2. Sexual harassment complaints should be directed to the Dean of Students. Because of the sensitive nature of this kind of complaint, a conference with the Dean of Students replaces the first step of the grievance procedure. The Dean of Students will consult with the student to determine the appropriate action that is required. If the grievance is not resolved after the meeting, then the remainder of the grievance procedure will be followed.
3. Academic matters, excluding individual grades, except where the conditions in the above items apply.

B. Procedures

Students must follow the following procedures:

1. Step One:

The student must go to the instructor or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within five working days of the incident, which generated the complaint.

2. Step Two:

If the grievance is not resolved at the informal conference, the student may file a written grievance. A grievance form shall be made available to the student by the Dean of Students. The Dean of Students will explain the grievance process to the student. The completed grievance form must be presented to the Dean of Students within five working days after satisfying the first step in the grievance process. The Dean of Students will then refer the grievance to the immediate supervisor involved. The supervisor shall respond

in writing to the student within ten working days of receipt of the grievance form from the department involved.

3. Step Three:

If the student wishes to appeal the decision of the supervisor, a further appeal may be directed to the Vice President for Instruction and Student Services within five working days. The Vice President for Instruction and Student Services shall respond in writing to the student within 10 working days of receipt of the grievance form.

4. Step Four:

If the written statement of the Vice President for Instruction and Student Services does not satisfy the grievant, a request to appear before the Student Grievance Committee may be made. The student must submit a written request within five working days after receiving the written response from the Vice President for Instruction and Student Services. The request shall include a copy of the original grievance form and the reason why the Vice President for Instruction and Student Services' response is unsatisfactory. A copy of the Vice President for Instruction and Student Services' response must be attached to the request by the student and given to the Dean of Students. The Dean of Students shall notify immediately the College President who shall insure that the committee is organized in a manner consistent with Section C of this procedure (The Student Grievance Committee). The Dean of Students will send copies of the appeal to the members of the committee, the employee, and the employee's supervisor. The employee against whom the grievance was filed shall be given an opportunity to respond in writing to the chairperson of the committee. Meeting(s) shall be conducted between five and fifteen working days after the request. A postponement may be granted by the chairperson upon written request of either party, if the reason stated justifies such action. The committee shall hold interviews with the grievant, the employee, and the supervisor, singularly, and in the absence of other witnesses. The committee may interview any additional witnesses that it considers necessary to render a fair decision. The committee shall decide by a majority vote the solution of the grievance. In case of a tie, the chairperson shall vote to break the tie. The chairperson shall forward a copy of the committee's decision to all parties involved and to the President of the College within two working days.

5. Step Five:

The committee's decision may be appealed by either party involved to the president of the college within ten working days of the committee's decision. The president shall review the committee's findings, conduct whatever additional inquiries deemed necessary, and will render a decision within ten working days of receipt of the appeal.

6. Step six:

The President's decision may be appealed by either party involved to the Board of Trustees of the college within ten working days of the President's decision. The Board of Trustees or a committee for the board shall review any information to date, conduct whatever additional inquiries deemed necessary, and render a decision within twenty working days of receipt of the appeal.

C. Student Grievance Committee

The Appeals Committee may serve as the Student Grievance Committee or, at the direction of the president. A new committee may be formed for each grievance.

D. Right of Parties Involved in a Grievance

When a Grievance Committee meeting is scheduled, the parties involved are entitled to the following:

1. A written notice of the complaint.
2. A written notice of the time and place of the meeting. This notice shall be forwarded to all parties at least five working days prior to the meeting unless they waive this requirement.
3. A review of all available evidence, documents, or exhibits that each party may present at the meeting.
4. Access to the names of the witnesses who may testify.
5. The right to appear in person and present information on his or her behalf, call witnesses, and ask questions of any person present at the meeting.
6. The right to counsel. The role of the person acting as counsel is solely to advise the client. The counsel shall not address the committee.

Nursing Showcase



**CURRICULUM
PROGRAMS OF STUDY
(PRESENTED ALPHABETICALLY BY PROGRAM TITLE)**

AND

**CONTINUING
EDUCATION**

CURRICULUM PROGRAMS

Each curriculum offered by Bladen Community College is based upon a system-wide standard approved by the North Carolina State Board of Community Colleges. Each standard includes the curriculum title; the highest credential which may be awarded; a program code; a program description; a range of semester hour credits (SHC) required in general education courses, major courses, and other required courses; and total credits allowed for each curriculum.

The standard for each curriculum program shall be based on the following criteria established by the State Board for the awarding of degrees, diplomas, and certificates.

I. **Associate in Applied Science Degree (A.A.S.)**

The Associate in Applied Science Degree shall be granted for a planned program of study consisting of a minimum of 64 and a maximum of 76 semester hours of courses at the 110-199 and 210-299 levels. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

- A. The Associate in Applied Science Degree curriculum program shall include a minimum of 15 semester hours of general education courses selected from the Combined Course Library, including six hours in communications, three hours in humanities or fine arts, three hours in social or behavioral sciences, and three hours in natural sciences or mathematics.
- B. The Associate in Applied Science Degree curriculum program shall include a minimum of 49 semester hours of major courses selected from the Combined Course Library. Major courses are those which offer specific job knowledge or skills.
 1. Within the major hours category, each curriculum program shall include identified core courses or subject areas. The required subject or course core shall be comprised of subject areas or specific courses or both which are required for each curriculum program. Core subjects or courses shall be based on curriculum competencies and teach essential skills and knowledge necessary for entry-level employment. The number of credit hours required for the core may vary from title to title but shall not be less than 12 semester hours of credit.
 2. The major hours category may also include hours required for a concentration of study. A concentration of study is a group of courses required beyond the core for a specific related employment field. A concentration shall include a minimum of 12 semester hours, and the majority of the course credit hours shall be unique to the concentration.
 3. Other major hours shall be selected from prefixes identified on the curriculum standard. A maximum of nine semester hours of credit may be selected from a prefix listed, with the exception of prefixes listed in the core or concentration.
 4. Work experience, including cooperative education, practicums, and internships, may be included in an associate in applied science degree curriculum program up to a maximum of eight semester hours of credit.
- C. An Associate in Applied Science Degree curriculum program may include a maximum of seven other required hours to complete college graduation requirements. These courses shall be selected from the Combined Course Library.

- D. Selected topics or seminar courses may be included in an associate in applied science degree program up to a maximum of three-semester hour's credit.

II. Associate in Arts Degree (A.A.)

The Associate in Arts Degree shall be granted for a planned program of study consisting of a minimum of 64 and a maximum of 65 semester hours of approved college transfer courses at the 110-199 and 210-299 level. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

A. The Associate in Arts Degree program shall include a minimum of 44 semester hours of general education core courses selected from the Combined Course Library and approved for transfer to the other University of North Carolina constituent institutions. The general education core shall include:

1. Six (6) semester hours of English composition;
2. Twelve (12) semester hours of humanities or fine arts, with four courses to be selected from at least three of the following disciplines: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course shall be a literature course. Three semester hours credit in speech or communications may be substituted for three semester hours credit in humanities or fine arts.
3. Twelve (12) semester hours of social or behavioral sciences, with four courses to be selected from at least three of the following disciplines: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course shall be a history course.
4. Fourteen (14) semester hours of natural sciences or mathematics: six hours shall be mathematics courses with at least one course in introductory mathematics; eight hours shall be natural sciences courses, including accompanying laboratory work, selected from among the biological and physical science disciplines.

B. The Associate in Arts Degree program shall include a minimum of 20 and a maximum of 21 additional semester hours selected from the Combined Course Library courses which have been approved for transfer to the other University of North Carolina constituent institutions. Courses in health, physical education, college orientation, or study skills may be included. Work experience, including cooperative education, practicums, and internships, may be included up to a maximum of one semester hour of credit for career exploration. The associate in arts degree curriculum programs shall include additional general education and professional courses, which have been approved for transfer.

III. Diploma

The Diploma shall be granted for a planned program of study consisting of a minimum of 36 and a maximum of 48 semester hours of courses at the 100-299 course level.

A. Diploma curricula shall include a minimum of six semester hours of general education courses selected from the Combined Course Library. A minimum of three hours shall be in communications and a minimum of three semester hours shall be selected from courses in humanities and fine arts, social and behavioral

sciences, or natural sciences and mathematics. A diploma curriculum program may include general education courses at the 100-109 level.

- B. Diploma curricula shall include a minimum of 30 semester hours of major courses selected from the Combined Course Library.
 - 1. A diploma curriculum program, which is a stand-alone curriculum program title, shall include identified core courses or subject areas within the major hours category.
 - 2. Courses for other major hours in a stand-alone diploma curriculum program title shall be selected from prefixes identified on the curriculum standard. A maximum of nine-semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration.
 - 3. Work experience, including cooperative education, practicums, and internships, may be included in a diploma curriculum program up to a maximum of eight semester hours credit.
- C. A diploma curriculum program may include a maximum of four other required hours to complete college graduation requirements. These courses shall be selected from the Combined Course Library.
- D. An institution may award a diploma under an approved associate in applied science degree curriculum program for a series of courses taken from the approved associate degree curriculum program.
 - 1. A diploma curriculum program offered under an approved associate degree curriculum program shall meet the standard general education and major course requirements for the diploma credential.
 - 2. A college may substitute general education courses at the 100-109 course level for the associate-degree level general education courses in a diploma curriculum program offered under an approved degree program.
 - 3. The diploma curriculum program offered under an approved associate degree curriculum program shall require a minimum of 12 semester hours of credit from courses extracted from the required subject or course core of the respective associate in applied science degree curriculum program.
- E. Selected topics or seminar courses may be included in a diploma program up to a maximum of three semester hour's credit.

IV. Certificate

The Certificate shall be granted for a planned program of study consisting of a minimum of 12 and a maximum of 18 semester hours of courses at the 100-299 course level.

- A. General education is optional in certificate curricula.
- B. Certificate curricula shall include a minimum of 12 semester hours of major courses selected from the Combined Course Library.
 - 1. A certificate curriculum program which is a stand-alone curriculum program title or which is the highest credential level awarded under an approved associate in applied science degree or diploma program areas within the major hour's category.
 - 2. Courses for other major hours in a stand-alone certificate curriculum program shall be selected from prefixes identified on the curriculum standard. A maximum of nine-semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration.

3. Work experience, including cooperative education practicums, and internships, may be included in a certificate program up to a maximum of two semester hours credit.
- C. A certificate curriculum program may include a maximum of one other required hour to complete college graduation requirements. This course shall be selected from the Combined Course Library.
- D. An institution may award a certificate under an approved degree or diploma curriculum program for a series of courses totaling a minimum of 12 semester hour's credit and a maximum of 18 semester hour's credit taken from the approved associate degree or diploma curriculum program.
- E. Selected topics or seminar courses may be included in a certificate program up to a maximum of three semester hour's credit.

General Education College Level Core Competencies

Each academic program at Bladen Community College (BCC) includes a core of courses that outline the content, skills, and learning outcomes that students have in common, regardless of their major or degree program. In addition to discipline specific content, this core of courses introduces general academic skill to include written communication, oral communication, basic computer usage, problem solving, understanding scientific concepts and applications, and understanding social structure.

The core satisfies the General Education component of degree programs. For associate in applied science degree programs, the core encompasses a minimum of 15 semester hours in the following areas: English, humanities/fine arts, social/behavioral sciences, natural sciences and mathematics.

For the Associate in Arts Degree, the core encompasses 44-45 semester hours. Student competencies in general academic skills are introduced and assessed in the core; however, curriculum major courses also teach these skills embedded in program specific content. It is the reinforcement of these competencies across disciplines and in program specific courses that advance qualified graduates. Therefore, BCC assesses the extent to which graduates have obtained these competencies (SACS CS 3.5.1).

ACCOUNTING

**Collaborative Agreement with Fayetteville Technical Community College (See Description below)*

CREDENTIAL: A.A.S

CODE: A25100

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, an individual may advance in the accounting profession.

***Bladen Community College is authorized to offer select courses leading to an Associate in Applied Science Degree in Accounting through a collaborative agreement with Fayetteville Technical Community College. Fayetteville Technical Community College has agreed to accept students from Bladen Community College who have completed the listed courses and who meet the requirements of Fayetteville Technical Community College for admission into their Accounting Program. Fayetteville Technical Community College will award the Associate in Applied Science Degree to any student successfully completing all the state requirements of their program.**

ACCOUNTING

CREDENTIAL: A.A.S

CODE: A25100

<u>Course Prefix, No., and Title</u>		<u>Hours Per Week</u>		
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
ACA 115	Success & Study Skills	0	2	1
ENG 111	Expository Writing	3	0	3
ENG 114	Prof Research & Reporting	3	0	3
ENG 115	Oral Communication	3	0	3
ECO 252	Prin of Macroeconomics	3	0	3
MAT 161	College Algebra	3	0	3
	Humanities/Fine Arts Elective	3	0	3

Required Courses:

ACC 120	Prin of Financial Acct	3	2	4
ACC 121	Prin of Managerial Acct	3	2	4
BUS 115	Business Law I	3	0	3
ECO 251	Prin of Microeconomics	3	0	3
ACC 131	Federal Income Taxes	2	2	3
BUS 225	Business Finance	2	2	3
OST 122	Office Computations	1	2	2

AGRIBUSINESS TECHNOLOGY

CREDENTIAL: A.A.S

CODE: A15100

The Agribusiness Technology curriculum is designed to prepare individuals for careers in the agribusiness segment of the agricultural industry. It provides an understanding of basic business concepts and principles as they relate to the agricultural industry.

Students will learn the principles of organization and management in agricultural businesses and the application of these principles in agricultural production. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

Graduates should qualify for a variety of jobs in agricultural businesses such as

equipment, feed, and agricultural supply sales; store management; farm operations; and office management for agricultural products marketing firms.

CREDENTIAL: A.A.S

CODE: A15100

Hours Per Week

Course Prefix, No., and Title		Class	Lab	Clinical	Credit
Fall Semester-1st Year					
AGR 170	Soil Science	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ANS 110	Animal Science	3	0	0	3
AGR 139	Intro to Sustainable Agr.	3	0	0	3
ACA 115	Success and Study Skills	0	2	0	1
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	4	0	16
Spring Semester 1st year					
AGR 120	Pesticide Use & Handling	1	2	0	2
ANS 150	Animal Health Management	3	0	0	3
ANS 111	Sustainable Livestock Management	2	2	0	2
CIS 110	Introduction to Computers	2	2	0	3
ANS 110	Animal Science	3	0	0	3
AGR 139	Intro to Sustainable Agr.	3	0	0	3
ACA 115	Success and Study Skills	0	2	0	1
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
AGR 120	Pesticide Use & Handling	1		2	2
ANS 150	Animal Health Management	3		0	3
COE 110	World of Work	<u>1</u>		<u>0</u>	<u>1</u>
BUS 135	Principles of Supervision	3		0	3
HOR 164	Horticulture Pest Management	2		2	3
Humanities/Fine Arts Elective		<u>3</u>		<u>0</u>	<u>3</u>
		15		4	17
Summer Semester					
COE 111	Co-op Work Experience I			0	10
					1
Fall Semester-2nd Year					
AGR 212	Farm Business Management	3		0	3
AGR 213	Ag Law & Finance	3		0	3
MAT 140	Survey of Mathematics	3		0	3
BUS 153	Human Resource Management	3		0	3
AGR 210	Agricultural Accounting	1		4	3
COM 231	Public Speaking	<u>3</u>		<u>0</u>	<u>3</u>
		16		4	18
Spring Semester-2nd Year					
AGR 214	Agriculture Marketing	3		0	3
AGR 262	Weed ID & Control	2		3	3

BUS 230	Small Business Management	3	0	3
HOR 166	Soils and Fertilizers	2	2	3
	Social Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		13	5	15

AGRIBUSINESS TECHNOLOGY CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE: A15100

Course Prefix, No., and Title	Hours Per Week			
	Class	Lab	Credit	
Fall Semester				
ANS 110	Animal Science	3	0	3
HOR 166	Soil & Fertilizers	2	2	3
Spring Semester				
AGR 212	Farm Business Management	3	0	3
AGR 214	Agriculture Marketing	3	0	3
			Total	12 Hours

Agribusiness Technology Class on Field Trip



ASSOCIATE DEGREE NURSING PROGRAM

CREDENTIAL: A.A.S.

CODE: A45110

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 lifespan 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 of 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, physicians' offices, industry, and community agencies.

Admission for the ADN program is based on selective criteria.

ASSOCIATE DEGREE NURSING A.A.S. CURRICULUM

Course Prefix, No., and Title		Hours Per Week			
		Class	Lab	Clinical	Credit
Fall Semester-1st Year					
NUR 111	Intro to Health Concepts	4	6	6	8
BIO 168	Anatomy & Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
ACA 115	Success and Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		13	11	6	19
Spring Semester-1st Year					
NUR 112	Health Illness Concepts (8 weeks)	3	0	6	5
NUR 114	Holistic Health Concepts (8 weeks)	3	0	6	5
BIO 169	Anatomy & Physiology II	3	3	0	4
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	3	12	17
Fall Semester-2nd Year					
NUR 113	Family Health Concepts (8 weeks)	3	0	6	5
NUR 212	Health System Concepts (8 weeks)	3	0	6	5
NUR 211	Health Care Concepts	3	0	6	5
ENG 114	Pro Research and Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	0	18	18
Spring Semester-2nd Year					
NUR 213	Complex Health Concepts	4	3	15	10
PSY 241	Developmental Psy	3	0	0	3
CIS 110	Intro to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		9	5	15	16

BASIC LAW ENFORCEMENT TRAINING
CREDENTIAL: CERTIFICATE

CODE: C55120

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-accredited topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic and alcoholic beverage laws; investigative, patrol, custody and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and should be qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission.

This program leads to a Certificate. It consists of one course totaling 624 hours. The college normally offers one course per year, but would respond to additional demands. To be eligible for graduation, the student must have satisfactorily completed the course listed below. The semester hours required to graduate are nineteen (19).

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

BASIC LAW ENFORCEMENT CERTIFICATE CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
CJC 100 Basic Law Enf Trn	9	30	19

***Bladen Community College is authorized to offer select courses leading to an Associate in Applied Science Degree in Biotechnology through a collaborative agreement with Fayetteville Technical Community College. Fayetteville Technical Community College has agreed to accept students from Bladen Community College who have completed the listed courses and who meet the requirements of Fayetteville Technical Community College for admission into their Biotechnology Program. Fayetteville Technical Community College will award the Associate in Applied Science Degree to any student successfully completing all the state requirements of their program.**

BUSINESS ADMINISTRATION

CREDENTIAL A.A.S.

CODE A25120

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 in today's 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 lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions and large to small business or industry.

This program leads to an Associate in Applied Science Degree. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

BUSINESS ADMINISTRATION A.A.S. CURRICULUM

<u>Course Prefix, No. And Title</u>		<u>Hours Per Week</u>			
		Class	Lab	Clinical	Credit
Fall Semester-1st Year					
BUS 110	Intro to Business	3	0	0	3
CIS 110	Intro to Computers	2	2	0	3
BUS 121	Business Math	2	2	0	3
ACC 120	Prin of Financial Acct	3	2	0	4
ENG 111	Expository Writing	3	0	0	3
ACA 115	Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		13	8	0	17
Spring Semester-1st Year					
ACC 121	Prin of Managerial Acct	3	2	0	4
BUS 137	Principles of Management	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
ENG 114	Professional Res. & Rep.	3	0	0	3
MAT 161	College Algebra I				
	OR				
MAT 140	Survey of Mathematics	3	0	0	3
MKT 123	Fund. Of Selling	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		20	4	0	19
Summer Semester I					
MKT 120	Principles of Marketing	3	0	0	3
BUS 135	Principles of Supervision				
	OR				
BUS 230	Small Business Management	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6
Fall Semester-2nd Year					
ECO 251	Prin of Microecon	3	0	0	3
BUS 225	Business Finance	2	2	0	3
ACC 150	Acct Software Appl	1	2	0	2
BUS 115	Business Law I	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3

	Or				
REL 110	World Religions	3	0	0	3
POL 110	Political Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	4	0	17
Spring Semester-2nd Year					
OST 137	Office Software Appli	2	2	0	3
COE 110	World of Work	1	0	0	1
COE 111	Co-op Work Experience	0	0	10	1
DBA 112	Database Utilization	2	2	0	3
ACC 131	Federal Income Taxes	2	2	0	3
ENG 115	Oral Communication	3	0	0	3
ECO 252	Prin of Macroecon	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	6	10	16

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	18
MAJOR COURSES	56
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	75

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

Several of these courses are offered via distance education. Refer to your class schedules and/or your advisor for more details.

BUSINESS ADMINISTRATION

CREDENTIAL: DIPLOMA

CODE: D25120

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 in today's 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 lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions and large to small business or industry.

This program leads to a Diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.
 To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**BUSINESS ADMINISTRATION DIPLOMA
 CURRICULUM**

<u>Course Prefix, No. And Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester			
BUS 110 Intro to Business	3	0	3
CIS 110 Introduction to Computers	2	2	3
BUS 121 Business Mathematics	2	2	3
BUS 115 Business Law I	3	0	3
ACC 120 Prin of Financial Acct	3	2	4
ENG 111 Expository Writing	3	0	3
ACA 115 Success & Study Skills	<u>0</u>	<u>2</u>	<u>1</u>
	16	8	20
Spring Semester			
ENG 115 Oral Communication	3	0	3
ECO 251 Prin of Microecon	3	0	3
ACC 121 Prin of Managerial Acct	3	2	4
BUS 137 Principles of Management	3	0	3
CTS 130 Spreadsheet	2	2	3
	<u>14</u>	<u>4</u>	<u>16</u>
Summer Term			
MKT 120 Principles of Marketing	3	0	3
BUS 135 Principles of Supervision	3	0	3
OR	3	0	3
BUS 230 Small Business Management	3	0	3
	<u>6</u>	<u>0</u>	<u>6</u>

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	06
MAJOR COURSES	31
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	38

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

BUSINESS ADMINISTRATION

CREDENTIAL: CERTIFICATE

CODE: C25120

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 in today's 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 lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions and large to small business or industry.

This program leads to a Certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

BUSINESS ADMINISTRATION CERTIFICATE CURRICULUM

C25120BA

Seventeen (17) semester hours credit are required for completion of a certificate. A minimum of twelve (12) hours must be selected from courses with BUS/ACC prefixes.

Five (5) hours may be selected from courses with CIS, ECO, MKT, or OST prefixes.

BUSINESS ADMINISTRATION

BOOKKEEPING CERTIFICATE CURRICULUM

CREDENTIAL: CERTIFICATE

CODE: C25120B

<u>Course Prefix, No. And Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester I				
BUS 121 Business Math	2	2	0	3
CIS 110 Introduction to Computers	2	2	0	3
ACC 120 Prin of Financial Acct	3	2	0	4
Spring Semester I				
CTS 130 Spreadsheet	2	2	0	3
ACC 150 Acct Software Appl	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
	10	10	0	15

**BUSINESS ADMINISTRATION
HUMAN RESOURCES MANAGEMENT**

**Collaborative Agreement with Fayetteville Technical Community College (See Description below)*

CREDENTIAL: A.A.S

CODE: A2512C

Human Resources Management is a concentration under the curriculum title of Business Administration. The curriculum is designed to meet the demands of business and service agencies. The objective is the development of generalists and specialists in the administration, training, and management of human resources.

Course work includes studies in management, interviewing, placement, needs assessment, planning, compensation and benefits, and training techniques. Also included are topics such as people skills, learning approaches, skills building, and development of instructional and training materials.

Graduates from this program will have a sound business educational base for life-long learning. Students will be prepared for employment opportunities in personnel, training, and other human resources development areas.

***Bladen Community College is authorized to offer select courses leading to an Associate in Applied Science Degree in Business Administration/Human Resources Management through a collaborative agreement with Fayetteville Technical Community College. Fayetteville Technical Community College has agreed to accept students from Bladen Community College who have completed the listed courses and who meet the requirements of Fayetteville Technical Community College for admission into their Business Administration/Human Resources Management Program. Fayetteville Technical Community College will award the Associate in Applied Science Degree to any student successfully completing all the state requirements of their program.**

**BUSINESS ADMINISTRATION
HUMAN RESOURCES MANAGEMENT**

CREDENTIAL: A.A.S

CODE: A2512C

Course Prefix, No., and Title		Hours Per Week		
		Class	Lab	Credit
ACA 115	Success & Study Skills	1	0	1
ENG 111	Expository Writing	3	0	3
ENG 114	Prof Research & Reporting	3	0	3
MAT 115	Mathematical Models	2	2	3
ECO 251	Prin of Microeconomics	3	0	3
COM 231	Public Speaking			
	OR			
ENG 115	Oral Communication	3	0	3

Select 3 hours from the following courses:

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
ART 240	Painting I	0	6	3
ART 283	Ceramics I	0	6	3
DRA 111	Theatre Appreciation	3	0	3
DRA 126	Storytelling	3	0	3
HUM 110	Technology & Society	3	0	3
HUM 115	Critical Thinking	3	0	3
HUM 120	Cultural Studies	3	0	3
HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 160	Introduction to Film	2	2	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
MUS 113	American Music	3	0	3
PHI 210	History of Philosophy	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3
REL 110	World Religions	3	0	3
REL 111	Eastern Religions	3	0	3
REL 211	Intro to Old Testament	3	0	3
REL 212	Intro to New Testament	3	0	3
REL 221	Religion in America	3	0	3
ENG 131	Introduction to Literature	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
Required Courses				
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
MKT 120	Principles of Marketing	3	0	3
ACC 120	Prin of Financial Acct	3	2	4
ECO 252	Prin of Macroeconomics	3	0	3
BUS 110	Introduction to Business	3	0	3
BUS 121	Business Math	2	2	3
BUS 260	Business Communication	3	0	3
CTS 130	Spreadsheet	2	2	3
Select 3 hours from the following courses:				
ACC 121	Prin of Managerial Acct	3	2	4
BUS 135	Principles of Supervision	3	0	3

CARPENTRY

CREDENTIAL: DIPLOMA

CODE: D35180

This curriculum is designed to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge of residential construction will also be taught.

Course work includes: footings and foundations, framing, interior and exterior trim, cabinetry, blueprint reading, residential planning and estimating and other related topics. Students will develop skills through hands-on participation.

Graduates should qualify for employment in the residential building construction field as rough carpenters, framing carpenters, roofers, maintenance carpenters and other related job titles.

This program leads to a Diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Carpentry Program upon approval by the high school principal and the college admission officer.

CARPENTRY DIPLOMA CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>	
Fall Semester				
BPR 130	Blueprint Reading/Const	1	2	2
CAR 110	Intro to Carpentry	2	0	2
CAR 111	Carpentry I	3	15	8
ENG 101	Applied Communications I	3	0	3
MAT 101	Applied Mathematics I	2	2	3
ACA 115	Success & Study Skills	<u>0</u>	<u>2</u>	<u>1</u>
		11	21	19
Spring Semester				
CAR 112	Carpentry II	3	15	8
CAR 114	Residential Bldg Codes	3	0	3
ENG 102	Applied Communications II	3	0	3
PSY 102	Human Relations	<u>2</u>	<u>0</u>	<u>2</u>
		11	15	16
Summer Term				
CAR 113	Carpentry III	3	9	6
CAR 115	Res Planning/Estimating	<u>3</u>	<u>0</u>	<u>3</u>

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	11
MAJOR COURSES	32
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	44

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

CARPENTRY

CREDENTIAL: CERTIFICATE

CODE: C35180

This curriculum is designed to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge of residential construction will also be taught.

Course work includes: footings and foundations, framing, interior and exterior trim, cabinetry, blueprint reading, residential planning and estimating and other related topics. Students will develop skills through hands-on participation.

Graduates should qualify for employment in the residential building construction field as rough carpenters, framing carpenters, roofers, maintenance carpenters and other related job titles.

This program leads to a Certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Carpentry Program upon approval by the high school principal and the college admission officer.

CARPENTRY CERTIFICATE CURRICULUM

The thirteen (13) semester hours below are required for a Certificate in Carpentry.

Course Prefix, No., and Title	Hours Per Week		
	Class	Lab	Credit
BPR 130 Blueprint Reading/Const	1	2	2
CAR 111 Carpentry I	3	15	8
CAR 114 Residential Building Codes	<u>3</u>	<u>0</u>	<u>3</u>
	7	17	13

COLLEGE TRANSFER

CREDENTIAL: A.A.

CODE: A10100

The College Transfer Program is designed to enable graduates to transfer to any constituent institution of the University of North Carolina with Junior status. The program requires a total of 65 semester hours credit for graduation. This total includes a general education core transfer component and a number of other general education and professional courses which have been approved for transfer.

In order to enroll in this program, the applicant must be a high school graduate or the equivalent. Exceptions will be made only for selected high school seniors who meet the following requirements: (1) must fulfill graduation requirements at the end of the academic year of participation, (2) must have a PSAT or SAT on record with a minimum score of 950 (on old test) or 1600 (on new test), or an ACT with a score of 22 or better, or achieve the required scores on the Compass Advisement Tests, and an overall "B" average on completed high school work ("B" averages will be converted to a 4.0 scale), (3) must apply to the community college office of admissions and be determined eligible according to the above criteria prior to formal registration.

In order to graduate in this program, the student must satisfactorily complete the course requirements as outlined below. Upon graduation, the student will earn an Associate in Arts Degree.

ASSOCIATE IN ARTS DEGREE REQUIREMENTS

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>			<u>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	
I. GENERAL EDUCATION CORE (44 SHC)				
A. English Composition (6 SHC)				
Required: ENG 111 Expository Writing	3	0	0	3
Required: ENG 112 Arg-Based Research	3	0	0	3
B. Humanities/Fine Arts (12 SHC)				
Required: COM 110 Intro to Comm	3	0	0	3
Required: ENG 131 Intro to Literature	3	0	0	3
Required: SPA 111 Elementary Spanish I	3	0	0	3
OR				
FRE 111 Elementary French I	3	0	0	3
Required: Any one of the following courses:				
ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
HUM 115 Critical Thinking	3	0	0	3
HUM 120 Cultural Studies	3	0	0	3
HUM 130 Myth in Human Culture	3	0	0	3
HUM 160 Intro to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3

	MUS 112	Introduction to Jazz	3	0	0	3
	MUS 113	American Music	3	0	0	3
	PHI 210	History of Philosophy	3	0	0	3
	REL 110	World Religions	3	0	0	3
C. Social/Behavioral Sciences (12 SHC)						
Required:	POL 110	Intro to Pol Science	3	0	0	3
Required:	PSY 150	General Psy	3	0	0	3
Required: Two of the following history courses:						
	HIS 111	World Civ I	3	0	0	3
	HIS 112	World Civ II	3	0	0	3
	HIS 115	Intro to Global His	3	0	0	3
	HIS 121	Western Civ I	3	0	0	3
	HIS 122	Western Civ II	3	0	0	3
	HIS 131	American His I	3	0	0	3
	HIS 132	American His II	3	0	0	3
D. Natural Sciences (8 SHC)						
Required:	BIO 110	Principles of Bio				
	OR					
	BIO 111	General Biology I	3	3	0	4
Required: One of the following courses:						
	BIO 112	General Biology II	3	3	0	4
	BIO 120	Introductory Botany	3	3	0	4
	BIO 130	Introductory Zoo	3	3	0	4
	CHM 131	Intro to Chemistry	3	0	0	3
	CHM 131A	Intro to Chem Lab	0	3	0	1
	CHM 132	Org/ Biochemistry	3	3	0	4
	CHM 151	General Chem I	3	3	0	4
	CHM 152	General Chem II	3	3	0	4
	GEL 111	Introductory Geo	3	2	0	4
	GEL 120	Physical Geology	3	2	0	4
	PHY 151	College Physics I	3	2	0	4
	PHY 152	College Physics II	3	2	0	4
E. Mathematics (6 SHC)						
Required: Two of the following mathematics courses:						
	MAT 140	Survey of Math	3	0	0	3
	MAT 141	Math Concepts I	3	0	0	3
	MAT 142	Math Concepts II	3	0	0	3
	MAT 151	Statistics I	3	0	0	3
	MAT 161	College Algebra I	3	0	0	3
	MAT 162	College Trig	3	0	0	3
	MAT 171	Precalculus Algebra	3	0	0	3
	MAT 172	Precalculus Trig	3	0	0	3
	MAT 175	Precalculus	4	0	0	4
	MAT 271	Calculus I	3	2	0	4
	MAT 272	Calculus II	3	2	0	4

II. OTHER REQUIRED HOURS (21 SHC)

A. Social/Behavioral Sciences (3 SHC)

Required: One of the following social science courses. It must be different from the social science courses selected in I.C. on the previous page. (The same course cannot satisfy both requirements.)

ANT 210	Gen Anthropol	3	0	0	3
ANT 220	Cul Anthropol	3	0	0	3
ANT 221	Comp Cultures	3	0	0	3
ECO 151	Survey of Econ	3	0	0	3
ECO 251	Prin of Microecon	3	0	0	3
ECO 252	Prin of Macroecon	3	0	0	3
EDU 216	Foundations of Ed	3	2	0	4
GEO 111	World Reg. Geo.	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
GEO 121	NC Geography	3	0	0	3
GEO 130	Gen Physical Geo	3	0	0	3
HIS 111	World Civ I	3	0	0	3
HIS 112	World Civ II	3	0	0	3
HIS 115	Intro to Global Hist	3	0	0	3
HIS 121	Western Civ I	3	0	0	3
HIS 122	Western Civ II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 161	Science and Tech	3	0	0	3
HIS 221	Af/American History	3	0	0	3
HIS 226	The Civil War	3	0	0	3
HIS 227	Native Am History	3	0	0	3
HIS 228	History of the South	3	0	0	3
HIS 236	NC History	3	0	0	3
POL 120	Am Government	3	0	0	3
POL 130	State & Local Gov't	3	0	0	3
POL 210	Comparative Gov't	3	0	0	3
POL 220	International Rel	3	0	0	3
PSY 110	Life Span Dev	3	0	0	3
PSY 183	Psy of Addiction	3	0	0	3
PSY 231	Forensic Psych	3	0	0	3
PSY 241	Dev Psychology	3	0	0	3
PSY 243	Child Psychology	3	0	0	3
PSY 246	Adoles Psychology	3	0	0	3
PSY 263	Edu Psychology	3	0	0	3
PSY 281	Abnormal Psy	3	0	0	3
SOC 210	Intro to Soc	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 244	Soc of Death/Dying	3	0	0	3
SOC 254	Rural/Urban Soc	3	0	0	3
SWK 110	Intro to Soc Work	3	0	0	3

B. Physical Education (2 SHC)

Required: PED 110 Fit & Well for Life 1 2 0 2

OR

PED 111	Physical Fitness I	0	3	0	1
PED 112	Physical Fitness II	0	3	0	1
PED 113	Aerobics I	0	3	0	1
PED 117					
PED 125	Self-Defense Beginning	0	2	0	1
PED 128	Golf Beginning	0	2	0	1

C. College Orientation and Computer Proficiency (4 SHC)

Required:	ACA 115	Succ & Study Skls	0	2	0	1
Required:	CIS 110	Introduction to Computers	2	2	0	3

D. Electives (totaling 12 SHC)*

*These hours must be selected from the electives listed on pages 89--92.

Many of these courses are offered via distance education. Refer to semester class schedules and/or your advisor for more details.

**ELECTIVE COURSES IN HUMANITIES/FINE ARTS,
SOCIAL/BEHAVIORAL SCIENCES AND
NATURAL SCIENCES/MATHEMATICS**

<u>Course Prefix, No. and Title</u>	<u>Hours per Week</u>				
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>	
I. Humanities and Fine Arts					
ART 111	Art Appreciation	3	0	0	3
ART 113	Methods & Mat	2	2	0	3
ART 114	Art His Surv I	3	0	0	3
ART 115	Art His Sur II	3	0	0	3
ART 130	Basic Drawing	0	4	0	2
ART 240	Painting I	0	6	0	3
ART 243	Portrait Painting	0	6	0	3
ART 283	Ceramics I	0	6	0	3
DRA 111	Theatre App	3	0	0	3
DRA 126	Story Telling	3	0	0	3
DRA 170	Play Prod I	3	0	0	3
ENG 125	Creative Writ I	3	0	0	3
ENG 126	Creative Writ II	3	0	0	3
ENG 131	Intro to Lit	3	0	0	3
ENG 231	American Lit I	3	0	0	3
ENG 232	American Lit II	3	0	0	3
ENG 233	Major Amer Writ	3	0	0	3
ENG 241	British Lit I	3	0	0	3
ENG 242	British Lit II	3	0	0	3
ENG 253	Bible as Lit	3	0	0	3
ENG 261	World Lit I	3	0	0	3
ENG 262	World Lit II	3	0	0	3
ENG 271	Contemp Lit	3	0	0	3

ENG 272	Southern Lit	3	0	0	3
ENG 273	Af/Am Lit	3	0	0	3
ENG 274	Lit by Women	3	0	0	3
*FRE 111	Elem French I	3	0	0	3
*FRE 112	Elem French II	3	0	0	3
HIS 116	Current World Problems	3	0	0	3
HIS 145	The Second War	3	0	0	3
HIS 167	The Vietnam War	3	0	0	3
HIS 211	Ancient History	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
HUM 130	Myth in Human Culture	3	0	0	3
HUM 160	Intro to Film	3	0	0	3
HUM 123	Appalachian Culture	3	0	0	3
MUS 110	Music App	3	0	0	3
MUS 112	Intro to Jazz	3	0	0	3
MUS 113	Am Music	3	0	0	3
MUS 211	History of Country Music	3	0	0	3
MUS 210	History of Rock Music	3	0	0	3
PHI 210	His of Phil	3	0	0	3
PHI 215	Phil Issues	3	0	0	3
PHI 240	Intro to Ethics	3	0	0	3
PSY 249	Psychology of Aging	3	0	0	3
PSY 259	Human Sexuality	3	0	0	3
REL 110	World Religion	3	0	0	3
REL 211	Intro to Old Test	3	0	0	3
REL 212	Intro to New Test	3	0	0	3
REL 221	Religion in America	3	0	0	3
SOC 230	Race and Ethnic Relations	3	0	0	3
SOC 232	Social Context of Aging	3	0	0	3
*SPA 111	Elem Spanish I	3	0	0	3
*SPA 112	Elem Spanish II	3	0	0	3
SPA 120	Spanish for the Workplace	3	0	0	3

***No elementary foreign language course may be used as the sole Humanities/
Fine Arts selection.**

II. Social/Behavioral Sciences

ANT 210	Gen Anthropol	3	0	0	3
ANT 220	Cul Anthropol	3	0	0	3
ANT 221	Comp Cultures	3	0	0	3
CJC 111	Intro/Crim Just	3	0	0	3
CJC 121	Law Enforc Op	3	0	0	3
CJC 141	Corrections	3	0	0	3
ECO 151	Survey of Econ	3	0	0	3
ECO 251	Prin of Micro	3	0	0	3

ECO 252	Prin of Macro	3	0	0	3
EDU 216	Found of Ed	3	2	0	4
GEO 111	World Reg. Geo.	3	0	0	3
GEO 112	Cultural Geo	3	0	0	3
GEO 121	NC Geography	3	0	0	3
GEO 130	Gen Phys Geo	3	0	0	3
HIS 111	World Civ I	3	0	0	3
HIS 112	World Civ II	3	0	0	3
HIS 115	Intro to Glob His	3	0	0	3
HIS 121	West Civ I	3	0	0	3
HIS 122	West Civ II	3	0	0	3
HIS 131	Am His I	3	0	0	3
HIS 132	Am His II	3	0	0	3
HIS 161	Science & Tech	3	0	0	3
HIS 221	Af/Am History	3	0	0	3
HIS 226	The Civil War	3	0	0	3
HIS 227	Native Am His	3	0	0	3
HIS 228	Hist of the South	3	0	0	3
HIS 236	NC History	3	0	0	3
POL 110	Intro Pol Sci	3	0	0	3
POL 120	Am Gov't	3	0	0	3
POL 130	St/ Local Gov't	3	0	0	3
POL 210	Comp Gov't	3	0	0	3
POL 220	Internat Rel	3	0	0	3
PSY 110	LifeSpan Dev	3	0	0	3
PSY 150	Gen Psy	3	0	0	3
PSY 183	Psy of Addict	3	0	0	3
PSY 231	Forensic Psy	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 241	Dev Psychology	3	0	0	3
PSY 243	Child Psy	3	0	0	3
PSY 246	Adolescent Psy	3	0	0	3
PSY 263	Educational Psy	3	0	0	3
PSY 281	Abnormal Psy	3	0	0	3
SOC 210	Intro to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 244	Soc Death/Dying	3	0	0	3
SOC 254	Rural/Urban Soc	3	0	0	3
SWK 110	Introduction to Social Work	3	0	0	3

III. Natural Sciences and Mathematics

ACC 120	Prin of Finan Acct	3	2	0	4
ACC 121	Prin of Mang Acct	3	2	0	4
BIO 110	Prin of Bio	3	3	0	4
BIO 111	General Bio I	3	3	0	4
BIO 112	Gen Bio II	3	3	0	4
BIO 120	Intro Botany	3	3	0	4
BIO 130	Intro Zoology	3	3	0	4

BIO 150	Genetics	3	0	0	3
BIO 168	Anat/Phys I	3	3	0	4
BIO 169	Anat/Phys II	3	3	0	4
BIO 173	Micro World Aff	3	0	0	3
BIO 243	Marine Biology	3	3	0	4
BIO 275	Microbiology	3	3	0	4
CHM 131	Intro to Chem	3	0	0	3
CHM 131A	Chm Lab	0	3	0	1
CHM 132	Organic/Bioch	3	3	0	4
CHM 151	Gen Chem I	3	3	0	4
CHM 152	Gen Chem II	3	3	0	4
CHM 251	Org Chem I	3	3	0	4
CHM 252	Org Chem II	3	3	0	4
CIS 110	Intro to Comp	2	2	0	3
CIS 115	Intro Prog/Logic	2	2	0	3
ENV 110	Env Science	3	0	0	3
GEL 111	Intro Geology	3	2	0	4
GEL 120	Physical Geo	3	2	0	4
GEO 111	World Reg Geo	3	0	0	3
GEO 112	Cultural Geo	3	0	0	3
GEO 121	NC Geography	3	0	0	3
GEO 130	Gen Phy Geo	3	0	0	3
MAT 140	Survey of Math	3	0	0	3
MAT 141	Math Concepts I	3	0	0	3
MAT 142	Math Concepts II	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	Coll Alg I	3	0	0	3
MAT 162	Coll Trig.	3	0	0	3
MAT 171	Precal Algebra	3	0	0	3
MAT 172	Precal Trig	3	0	0	3
MAT 175	Precalculus	4	0	0	4
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
PHS 110	Survey of Phys Science	3	2	0	4
PHY 151	College Phys I	3	2	0	4
PHY 152	College Phys II	3	2	0	4

COLLEGE TRANSFER CORE DIPLOMA

CREDENTIAL: DIPLOMA

CODE: D10100

The College Transfer Program is designed to enable graduates to transfer to any constituent institution of the University of North Carolina. The program requires a total of 45 semester hours credit for graduation. This total includes a general education core transfer component and a number of other general education and professional courses which have been approved for transfer.

In order to enroll in this program, the applicant must be a high school graduate or the

equivalent. Exceptions will be made only for selected high school seniors who meet the following requirements: (1) must fulfill graduation requirements at the end of the academic year of participation, (2) must have a PSAT or SAT on record with a minimum score of 950 (on old test) or 1600 (on new test), or an ACT with a score of 22 or better, or achieve the required scores on the Compass Advisement Tests, and an overall “B” average on completed high school work (“B” averages will be converted to a 4.0 scale), (3) must apply to the community college office of admissions and be determined eligible according to the above criteria prior to formal registration.

In order to graduate in this program, the student must satisfactorily complete the course requirements as outlined below. Upon graduation, the student will earn a Transfer Core Diploma.

TRANSFER CORE DIPLOMA REQUIREMENTS

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>			
	Class	Lab	Clinical	Credit
I. GENERAL EDUCATION CORE				
Required: ENG 111 Expository Writing	3	0	0	3
Required: ENG 112 Argument-Based Research	3	0	0	3
II. HUMANITIES/FINE ARTS				
Required: COM 110 Intro to Communications	3	0	0	3
Required: ENG 131 Intro to Literature	3	0	0	3
Required: SPA 111 Elementary Spanish I	3	0	0	3
OR				
FRE 111 Elementary French I	3	0	0	3
Select three hours from the following courses:				
ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
HUM 115 Critical Thinking	3	0	0	3
HUM 120 Cultural Studies	3	0	0	3
HUM 130 Myth in Human Culture	3	0	0	3
HUM 160 Intro to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 112 Introduction to Jazz	3	0	0	3
MUS 113 American Music	3	0	0	3
PHI 210 History of Philosophy	3	0	0	3
REL 110 World Religions	3	0	0	3
III. SOCIAL/BEHAVIORAL SCIENCE				
Required: POL 110 Intro to Political Science	3	0	0	3
Required: PSY 150 General Psychology	3	0	0	3
Select six hours from the following courses:				
HIS 111 World Civilizations I	3	0	0	3
HIS 112 World Civilizations II	3	0	0	3
HIS 115 Intro to Global History	3	0	0	3
HIS 121 Western Civilization I	3	0	0	3

	HIS 122	Western Civilization II	3	0	0	3
	HIS 131	American History I	3	0	0	3
	HIS 132	American History II	3	0	0	3
IV. NATURAL SCIENCES						
Required:	BIO 110	Principles of Biology				
	OR		3	3	0	4
	BIO 111	General Biology I				
Select four hours from the following courses:						
	BIO 112	Gen Bio II	3	3	0	4
	BIO 120	Intro Botany	3	3	0	4
	BIO 130	Intro Zoology	3	3	0	4
	CHM 131	Intro to Chem	3	0	0	3
	CHM 131A	Chm Lab	0	3	0	1
	CHM 132	Organic/Bioch	3	3	0	4
	CHM 151	Gen Chem I	3	3	0	4
	CHM 152	Gen Chem II	3	3	0	4
	GEL 111	Intro Geology	3	2	0	4
	GEL 120	Physical Geo	3	2	0	4
	PHY 151	College Phys I	3	2	0	4
	PHY 152	College Phys II	3	2	0	4
V. MATHEMATICS						
Required:	MAT 140	Survey of Math (or Higher)	3	0	0	3
	CIS 110	Introduction to Computers	2	2	0	3
VI. OTHER REQUIRED HOURS						
Required:	ACA 115	Success & Study Skills	0	2	0	1

TOTAL HOURS 45

COMPUTER INFORMATION TECHNOLOGY

CREDENTIAL: A.A.S.

CODE: A25260

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.

This program leads to an Associate in Applied Science Degree. To be eligible for

graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

COMPUTER INFORMATION TECHNOLOGY

CREDENTIAL A.A.S.		CODE A25260			
		Hours Per Week			
<u>Course Prefix, No., and Title</u>		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester-1st Year					
CIS 110	Introduction to Computers	2	2	0	3
NET 110	Networking Concepts	2	2	0	3
WEB 111	Introduction to Web Graphics	2	2	0	3
DBA 110	Database Concepts	2	3	0	3
MAT 140	*Survey of Mathematics	3	0	0	3
ACA 115	Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		11	11	0	16
Spring Semester-1st Year					
CIS 115	Intro to Prog. & Logic	2	3	0	3
NOS 110	Operating System Concepts	2	3	0	3
CTS 120	Hardware/Software Support	2	3	0	3
DBA 112	Database Utilization	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
ENG 115	Oral Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	11	0	18
Fall Semester-2nd Year					
NOS 130	Windows Single User	2	2	0	3
CTS 285	Systems Analysis & Design	3	0	0	3
WEB 182	PHP Programming	2	2	0	3
DBA 120	Database Programming I	2	2	0	3
CTS 115	Info Sys Business Concepts				
	OR	3	0	0	3
BUS 110	Introduction to Business				
HUM 115	Critical Thinking	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	6	0	18
Spring Semester-2nd Year					
SEC 110	Security Concepts	3	0	0	3
NOS 230	Windows Admin I	2	2	0	3
CTS 289	System Support Project	1	4	0	3
CTS 130	Spreadsheet	2	2	0	3
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	8	0	15

*These courses may be satisfied by credit for higher level math courses.

SEMESTER HOURS REQUIRED TO GRADUATE
GENERAL EDUCATION COURSES 15

MAJOR COURSES	51
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	<u>67</u>

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for the program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

Several of these courses are offered via distance education. Refer to your class schedules and/or your advisor for more details.

COMPUTER INFORMATION TECHNOLOGY

CREDENTIAL: DIPLOMA

CODE: D25260

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 program, designed to meet community information systems needs.

Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems.

Graduates should qualify for employment in a wide variety of computer-related, entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

This program leads to a Diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

COMPUTER INFORMATION TECHNOLOGY

CREDENTIAL DIPLOMA

CODE: D25260

<u>Course Prefix, No., and Title</u>		Hours Per Week			
		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester-1st Year					
CIS 110	Introduction to Computers	2	2	0	3
NET 110	Networking Concepts	2	2	0	3
WEB 111	Introduction to Web Graphics	2	2	0	3
DBA 110	Database Concepts	2	3	0	3

CTS 115	Info Sys Business Concepts				
	OR	3	0	0	3
BUS 110	Introduction to Business				
MAT 140	*Survey of Mathematics	3	0	0	3
ACA 115	Success & Study Skills	0	2	0	<u>1</u>
					19
Spring Semester-1st Year					
CIS 115	Intro to Prog. & Logic	2	3	0	3
NOS 110	Operating System Concepts	2	3	0	3
SEC 110	Security Concepts	3	0	0	3
DBA 112	Database Utilization	2	2	0	3
CTS 130	Spreadsheet	2	2	0	3
ENG 111	Expository Writing	3	0	0	<u>3</u>
					18
Total Semester Hours in Program					37

**COMPUTER INFORMATION TECHNOLOGY
APPLICATIONS**

CREDENTIAL: CERTIFICATE

CODE: C25260AA

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.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**COMPUTER INFORMATION TECHNOLOGY
APPLICATIONS CERTIFICATE**

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>				<u>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>		
CIS 110 Introduction to Computers	2	2	0		3
DBA 112 Database Utilization	2	2	0		3
CTS 130 Spreadsheet	2	2	0		3
WEB 111 Intro to Web Graphics	2	2	0		3

Total Semester Hours in Program
COMPUTER INFORMATION TECHNOLOGY
DATABASE

12

CREDENTIAL CERTIFICATE

CODE C25260D

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.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

COMPUTER INFORMATION TECHNOLOGY
DATABASE CERTIFICATE

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>				<u>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>	
CIS 110 Introduction to Computers	2	2	0	3	
DBA 110 Database Concepts	2	3	0	3	
DBA 112 Database Utilization	2	2	0	3	
DBA 120 Database Programming I	2	2	0	<u>3</u>	
Total Semester Hours in Program				12	

COMPUTER INFORMATION TECHNOLOGY
OPERATING SYSTEMS

CREDENTIAL: CERTIFICATE

CODE: C25260O

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.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**COMPUTER INFORMATION TECHNOLOGY
OPERATING SYSTEMS CERTIFICATE**

Course Prefix, No., and Title	Hours Per Week			Credit
	Class	Lab	Clinical	
CIS 110 Introduction to Computers	2	2	0	3
NOS 110 Operating System Concepts	2	3	0	3
NOS 130 Windows Single User	2	2	0	3
NOS 230 Windows Admin I	2	2	<u>0</u>	<u>3</u>
Total Semester Hours in Program				12

**COMPUTER INFORMATION TECHNOLOGY
WEB PROGRAMMING**

CREDENTIAL: CERTIFICATE

CODE: C25260W

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.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**COMPUTER INFORMATION TECHNOLOGY
WEB PROGRAMMING CERTIFICATE**

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
CIS 115 Intro to Prog & Logic	2	3	0	3
WEB 111 Intro to Web Graphics	2	2	0	3
WEB 182 PHP Programming	2	2	0	3
DBA 120 Database Programming I	2	2	0	3
Total Semester Hours in Program				12

COSMETOLOGY

CREDENTIAL: A.A.S

CODE: A55140

This curriculum is designed to provide competency-based knowledge, scientific/artistic principle 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 successful passing of the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

This program leads to a diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Cosmetology Program upon approval by the high school principal and the college admission office. A student must complete 300 hours in the beginner department before moving to the advanced lab.

COSMETOLOGY A.A.S CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester-1st Year				
COS 111 Cosmetology Concepts I	4	0	0	4
COS 112 Salon I	0	24	0	8
ACA 115 Success & Study Skills	0	2	0	1
ENG 111 Expository Writing	3	0	0	3

		7	26	0	16
Spring Semester-1st Year					
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 224	Tricology & Chemistry	1	3	0	2
HUM 115	Critical Thinking	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	27	0	17
Summer Term					
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	0	12	0	4
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		6	14	0	11
Fall Semester-2nd Year					
COS 117	Cosmetology Concepts IV	2	0	0	2
COS 118	Salon IV	0	21	0	7
ENG 115	Oral Communication	3	0	0	3
BUS 121	Business Math	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	23	0	15
Spring Semester-2nd Year					
COS 223	Contemp Hair Coloring	1	3	0	2
COS 240	Contemporary Design	1	3	0	2
PSY 150	General Psychology	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
	OR				
BUS 230	Small Business Management	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	6	0	10

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES 15

MAJOR COURSES 53

OTHER REQUIRED COURSES 01

TOTAL CREDIT HOURS 69

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

COSMETOLOGY

CREDENTIAL: DIPLOMA

CODE: D55140

This curriculum is designed to provide competency-based knowledge, scientific/artistic principle 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 successful passing of the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

This program leads to a diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Cosmetology Program upon approval by the high school principal and the college admission office. A student must complete 300 hours in the beginner department before moving to the advanced lab.

COSMETOLOGY DIPLOMA CURRICULUM

<u>Course Prefix, No., and Title</u>	Hours Per Week			Credit
	Class	Lab	Clinical	
Fall Semester-1st Year				
COS 111 Cosmetology Concepts I	4	0	0	4
COS 112 Salon I	0	24	0	8
ACA 115 Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	4	26	0	13
Spring Semester-1st Year				
COS 113 Cosmetology Concepts II	4	0	0	4
COS 114 Salon II	<u>0</u>	<u>24</u>	<u>0</u>	<u>8</u>
	4	24	0	12
Summer Term				
COS 115 Cosmetology Concepts III	4	0	0	4
COS 116 Salon III	0	12	0	4
BUS 121 Business Math	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
	6	14	0	11
Fall Semester-2nd Year				
COS 117 Cosmetology Concepts IV	2	0	0	2
COS 118 Salon IV	0	21	0	7
<i>Or Select 7 credit hours from the following:</i>				
COS 223 Contemp Hair Coloring	1	3	0	2
COS 224 Tricolor & Chemistry	1	3	0	2
COS 225 Adv. Contemp Hair Coloring	1	3	0	2
COS 240 Contemporary Design	1	3	0	2
ENG 111 Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	5	21	0	12

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	06
MAJOR COURSES	41
OTHER REQUIRED COURSES	<u>01</u>

TOTAL CREDIT HOURS 48

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

COSMETOLOGY

CREDENTIAL: CERTIFICATE

CODE: C55140

This curriculum is designed to provide competency based knowledge, scientific/artistic principle and hands-on fundamentals associated with the hairdressing 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 completion of this program and working under a licensed cosmetologist for at least 300 hours. Upon successful passing of the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the cosmetology program upon approval by the high school principal and the college admission office. A student must complete an apprenticeship of 960 clock hours (equivalent to six months/40 hours weekly) in the beginner department before moving to the advanced lab.

COSMETOLOGY CERTIFICATE CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
COS 111 Cosmetology Concepts I	4	0	0	4
COS 112 Salon I	0	24	0	8
COS 112A Salon I	0	9	0	3
COS 112B Salon I	0	15	0	5
COS 113 Cosmetology Concepts II	4	0	0	4
COS 114 Salon II	0	24	0	8
COS 114A Salon II	0	9	0	3
COS 114B Salon II	0	15	0	5
COS 115 Cosemtology Concepts III	4	0	0	4
COS 116 Salon III	0	12	0	4

COS 118A	Salon IV	0	6	0	2
----------	----------	---	---	---	---

A student completing all of the courses above without any absences will earn 1248 contact hours. In the event a student earns less than 1200 contact hours in these courses, due to absences, he/she may enroll in COS 118B Salon IV and subsequently COS 118C, if necessary, to earn the 1200 contact hours needed for a certificate.

COS 118B	Salon IV	0	6	0	2
COS 118C	Salon IV	0	9	0	3

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	00
MAJOR COURSES	34
OTHER REQUIRED COURSES	00
TOTAL CREDIT HOURS	34

Specific courses within the above category may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

**COSMETOLOGY INSTRUCTOR
CREDENTIAL: CERTIFICATE**

CODE: C55160

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.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below. Completion will also qualify the student to take the examination given by the North Carolina Board of Cosmetic Arts to become a licensed instructor.

To qualify for admission into this program, the student must be a licensed cosmetologist who has practiced as a full-time registered cosmetologist in an approved beauty salon for at least six months.

COSMETOLOGY INSTRUCTOR CERTIFICATE CURRICULUM

The twenty-four (24) semester hours below are required for a certificate in the Cosmetology Instructor Program.

<u>Course Prefix, No., and Title</u>	<u>Hours per Week</u>			<u>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	

COS 271	Instructor Concepts I	5	0	0	5
COS 272	Instructor Practicum	0	21	0	7
COS 273	Instructor Concepts II	5	0	0	5
COS 274	Instructor Practicum	<u>0</u>	<u>21</u>	<u>0</u>	<u>7</u>
		10	42	0	24

CRIMINAL JUSTICE TECHNOLOGY

CREDENTIAL: A.A.S.

CODE: A55180

This curriculum is designed to provide practical knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics and community relations. Additional study may include issues and concepts of government, counseling, communications, computers and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

This program leads to an Associate in Applied Science Degree. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

CRIMINAL JUSTICE TECHNOLOGY A.A.S. CURRICULUM

<u>COURSE PREFIX, NO., AND TITLE</u>	<u>Hours Per Week</u>				
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>	
Fall Semester -1st Year					
ACA 115	Success & Study Skills	1	0	0	1
CIS 110	Intro to Computers	2	2	0	3
CJC 111	Intro to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 113	Juvenile Justice	3	0	0	3
CJC 132	Court Procedure & Evidence	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	2	0	16
Spring Semester-1st Year					
ENG 111	Expository Writing	3	0	0	3
POL 130	State& Local Govt	3	0	0	3

	Elective (Social Science)	3	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	3
CJC 131	Criminal Law	3	0	0	3
CJC 231	Constitutional Law	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		18	0	0	18
Fall Semester-2nd Year					
ENG 114	Prof Research Report	3	0	0	3
MAT 140	Survey of Mathematics	2	2	0	3
CJC 141	Corrections	3	0	0	3
CJC 160	Terrorism: Underlying Issues	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
	Elective (Human/Fine Arts)	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		17	4	0	19
Spring Semester-2nd Year					
COM 231	Public Speaking	3	0	0	3
CJC 151	Intro to Loss Prevention	3	0	0	3
CJC 170	Critical Incident Management	3	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	3
CJC225	Crisis Intervention	3	0	0	3
	Elective (Social Science)	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		18	0	0	18

****See General Education Electives on pages 89-92.**

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	15
MAJOR COURSES	52
OTHER REQUIRED COURSES	<u>04</u>
TOTAL CREDIT HOURS	71

Specific courses within the previous categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The previous curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

Students who have completed BLET during the past ten years will receive credit for the following courses:

CJC 131	Criminal Law
CJC 132	Court Procedure and Evidence
CJC 221	Investigative Principles
CJC 225	Crisis Intervention
CJC 231	Constitutional Law

DEVELOPMENTAL STUDIES

CREDENTIAL: NONE

CODE: NONE

The Developmental Studies Program at Bladen Community College is a basic program of instruction designed to prepare students for admission to an Associate Degree, Diploma or Certificate Curriculum. Students enrolled in the Developmental Studies Program are taught the basic skills essential to succeed in any academic program of the college.

In the Developmental Studies Program, students are enrolled in courses appropriate to their tested abilities as determined by the placement test. During each semester, courses in English, math, and reading are scheduled. The program is designed so that students can concentrate on an area of weakness or participate in the entire program.

Students who meet the minimum entrance requirements but whose previous academic records indicate that they will have some difficulty in the successful completion of their chosen programs may also be advised to enroll in the Developmental Studies Program. Those students experiencing difficulties in regular programs may also be referred to the Developmental Studies Program.

Both classroom and programmed instruction are used in the Developmental Studies Program. Students are enrolled in courses depending upon the extent of their deficiencies and the entry requirements of the program of study that they plan to pursue. Students admitted into the Developmental Studies program are encouraged to enroll in the correct course(s) until they complete the program. In order to pass developmental courses, students must earn a grade of C or better. Students must demonstrate mastery before being passed to the next higher course.

English and reading instruction are designed to develop the student's ability in the use of vocabulary, spelling, reading, grammar, and composition. Mathematics instruction is designed to teach the student the basic knowledge and skills essential for advanced instruction.

Upon *successful completion of the Developmental Studies Program* the student is encouraged to select a curriculum that will be consistent with his/her performance. The courses which are satisfactorily completed in this program are not applied toward the requirements for graduation in any regular program. Credit hours are assigned to each course within this program for the determination of tuition only.

DEVELOPMENTAL STUDIES CURRICULUM

Initial student placement in developmental courses is based on college placement scores. Students should begin developmental course work at the appropriate level indicated by the college's placement tests and follow the sequence.

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
ENG 070 Basic Language Skills	2	2	0	3
ENG 075 Reading & Language Essen	5	0	0	5
ENG 080 Writing Foundations	3	2	0	4

	(Prereq ENG 070)				
ENG 085	Reading & Writing Found	5	0	0	5
	(Prereq ENG 070 and RED 070 or ENG 075)				
ENG 090	Composition Strategies	3	0	0	3
	(Prereq ENG 080)				
ENG 090A	Comp Strategies Lab	0	2	0	1
	(Prereq ENG 080; Coreq ENG 090)				
MAT 050	Basic Math Skills	3	2	0	4
MAT 060	Essential Mathematics	3	2	0	4
	(Prereq MAT 050)				
MAT 070	Introductory Algebra	3	2	0	4
	(Prereq MAT 060; Coreq RED 080)				
MAT 080	Intermediate Algebra	3	2	0	4
	(Prereq MAT 070; Coreq RED 080 or ENG 085)				
MAT 090	Accelerated Algebra	3	2	0	4
	(Prereq MAT 060; RED 080 or ENG 085)				
RED 080	Intro to College Reading	3	2	0	4
	(Prereq RED 070)				
RED 090	Improved College Reading	3	2	0	4
	(Prereq RED 080)				

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

EARLY CHILDHOOD ASSOCIATE

CREDENTIAL: A. A. S.

CODE: A55220

The Early Childhood Associate curriculum prepares individuals to work with children from birth through eight 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 families 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.

This program leads to an Associate in Applied Science Degree. To be eligible for graduation, the student must have satisfactorily completed the course requirements

as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

EARLY CHILDHOOD ASSOCIATE A.A.S. CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			<u>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	
Fall Semester-1st Year				
ACA 115 Success & Study Skills	0	2	0	1
ENG 111 Expository Writing	3	0	0	3
EDU 119 Early Childhood Educ	4	0	0	4
EDU 144 Child Development I	3	0	0	3
OR				
PSY 244 Child Development I	3	0	0	3
EDU 146 Child Guidance	3	0	0	3
PSY 150 General Psychology	3	0	0	3
Spring Semester-1st Year				
ENG 115 Oral Communication	3	0	0	3
CIS 113 Computer Basics	0	2	0	1
EDU 131 Child, Family & Comm	3	0	0	3
EDU 145 Child Development II	3	0	0	3
OR				
PSY 245 Child Development II	3	0	0	3
EDU 151 Creative Activities	3	0	0	3
EDU 151A Creative Activities Lab	0	2	0	1
EDU 153 Health, Safety, & Nutrit	3	0	0	3
Fall Semester-2nd Year				
MAT 115 Mathematical Models	2	2	0	3
EDU 221 Children with Sp Needs	3	0	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	0	3
EDU 259 Curriculum Planning	3	0	0	3
EDU 261 Early Childhood Adm I	3	0	0	3
EDU 271 Educational Technology	2	2	0	3
Spring Semester-2nd Year				
EDU 251 Exploration Activities	3	0	0	3
EDU 251A Exploration Activities Lab	0	2	0	1
EDU 262 Early Childhood Adm II	3	0	0	3
EDU 280 Language and Literacy Exp	3	0	0	3
EDU 284 Early Child Capstone Prac	1	9	0	4
_____ **Humanities/Fine Arts Elect	0	0	0	3

**** See General Education Electives on pages 89-92.**

**SEMESTER HOURS REQUIRED TO GRADUATE
GENERAL EDUCATION 15**

Specific courses within the above categories may be identified by the Vice President for Instruction and Student Services. Expected program and course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

ADMINISTRATOR EARLY CHILDHOOD CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE C55220A

Hours Per Week

<u>Course Prefix, No., and Title</u>		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
CIS 113	Computer Basics	0	2	0	1
EDU 119	Early Childhood Educ	4	0	0	4
EDU 261	Early Childhood Adm I	3	0	0	3
EDU 262	Early Childhood Admin. II	3	0	0	3
PSY 150	General Psychology	3	0	0	3

LEAD TEACHER EARLY CHILDHOOD CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE C55220T

Hours Per Week

<u>Course Prefix, No., and Title</u>		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
CIS 113	Computer Basics	0	2	0	1
EDU 119	Early Childhood Educ	4	0	0	4
EDU 131	Child Family & Community	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
PSY 150	General Psychology	3	0	0	3

Electrical/Electronics Technology Students



ELECTRICAL/ELECTRONICS TECHNOLOGY

CREDENTIAL: A.A.S.

CODE: A35220

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.

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, electronics, programmable logic controllers, industrial motor controls, applications of 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.

This program leads to an Associate in Applied Science Degree. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below. Also, in cooperation with the School of Industry and Technology at East Carolina University, graduates may build upon their A.A.S. Degree in developing a program of studies for completion of the B.S. Degree.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

ELECTRICAL/ELECTRONICS TECHNOLOGY A.A.S. CURRICULUM

<u>Course Prefix, No., and Title</u>		<u>Hours Per Week</u>			
		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester-1st Year					
ELC 112	DC/AC Electricity	3	6	0	5
ELC 113	Basic Wiring I	2	6	0	4
ENG 111	Expository Writing	3	0	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
ACA 115	Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		10	16	0	16
Spring Semester-1st Year					
ENG 114	Prof Res & Reporting	3	0	0	3
ELC 114	Basic Wiring II	2	6	0	4
ELC 117	Motors & Controls	2	6	0	4
ELN 131	Electronic Devices	3	3	0	4
ENG 115	Oral Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	15	0	18
Summer Term					
ELN 133	Digital Electronics	3	3	0	4
ELN 229	Industrial Electronics	2	4	0	4
ISC 112	Industrial Safety	2	0	0	2
_____	Humanities/Fine Arts Elec**	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	7	0	13

Fall Semester~2nd Year

CIS 110	Introduction to Computers	2	2	0	3
ELC 115	Industrial Wiring	2	6	0	4
ELC 128	Intro to PLC	2	3	0	3
ELN 232	Intro to Microprocessors	3	3	0	4
PHY 121	Applied Physics I	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		12	16	0	18

Spring Semester-2nd Year

ATR 111	Automation Systems*	2	3	0	3
COE 111	Co-op Work Experience I	0	0	10	1
ELC 228	PLC Applications	2	6	0	4
PSY 118	Interpersonal Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	9	10	13

***ATR 111 Automation Systems may be substituted with one of the following choices:**

(1) ELC 229	Applications Project	1	3	0	2
	OR				
(2) ELN 246	Cert Elect Tech Prep	3	0	0	3
	OR				
(3) ISC 132	Mfg Quality Control	2	3	0	3

****See General Education Electives on pages 89-92.**

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	22
MAJOR COURSES	52-53
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	75-76

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

ELECTRICAL/ELECTRONICS TECHNOLOGY**CREDENTIAL: DIPLOMA****CODE: D35220**

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.

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, electronics, programmable logic controllers, industrial motor controls, applications of 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.

This program leads to a Diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**ELECTRICAL/ELECTRONICS TECHNOLOGY
DIPLOMA CURRICULUM**

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester				
ELC 112 DC/AC Electricity	3	6	0	5
ELC 113 Basic Wiring I	2	6	0	4
ENG 111 Expository Writing	3	0	0	3
MAT 121 Algebra/Trigonometry I	2	2	0	3
ACA 115 Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	10	16	0	16
Spring Semester				
ENG 114 Prof Res & Reporting	3	0	0	3
ELC 114 Basic Wiring II	2	6	0	4
ELC 117 Motors & Controls	2	6	0	4
ELC 128 Intro to PLC	2	3	0	3
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
	11	15	0	16
Summer Term				
ELN 133 Digital Electronics	3	3	0	4
ELC 228 PLC Applications	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
	5	9	0	8
SEMESTER HOURS REQUIRED TO GRADUATE				
GENERAL EDUCATION COURSES				09
MAJOR COURSES				30
OTHER REQUIRED COURSES				<u>01</u>
TOTAL CREDIT HOURS				40

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

ELECTRICAL/ELECTRONICS TECHNOLOGY

CREDENTIAL: CERTIFICATE

CODE: C35220

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.

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, electronics, programmable logic controllers, industrial motor controls, applications of 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.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Electrical/Electronics Technology Program upon approval by the high school principal and the college admission office.

ELECTRICAL/ELECTRONICS TECHNOLOGY CERTIFICATE CURRICULUM

The fifteen (15) semester hours below are required for a Certificate in Electrical/Electronics Technology.

<u>Course Prefix, No., and Title</u>	Hours Per Week			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
ELC 112 DC/AC Electricity	3	6	0	5
ELC 113 Basic Wiring I	2	6	0	4
ELC 114 Basic Wiring II	2	6	0	4
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
	9	18	0	15

ESTHETICS

CREDENTIAL: CERTIFICATE

CODE: C55230

The Esthetics Technology curriculum provides competency-based knowledge, scientific/artistic principles and hands-on fundamentals associated with the art of skin care. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional Esthetics Technology, business/human relations, 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 cosmetic/skin care salons, as a platform artist, and in related businesses.

ESTHETICS TECHNOLOGY CERTIFICATE CURRICULUM

The fifteen (16) semester hours below are required for a Certificate in Esthetics Technology.

<u>Course Prefix, No., and Title</u>	<u>Class</u>	<u>Hours Per Week</u>		
		<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
COS 119 Esthetics Concepts I	2	0	0	2
COS 120 Esthetics Salon I	0	18	0	6
COS 125 Esthetics Concepts II	2	0	0	2
COS 126 Esthetics Salon II	<u>0</u>	<u>18</u>	<u>0</u>	<u>6</u>
Total Semester Hours in Program	4	36	0	16

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

ESTHETICS INSTRUCTOR

CREDENTIAL: CERTIFICATE

CODE: C55230

The Esthetics Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of esthetics as required by the North Carolina State Board of Cosmetology.

Course work includes all phases of esthetics theory laboratory instruction.

Graduates should be prepared to take the North Carolina Cosmetology State Board Esthetics Instructor Licensing Exam, and upon passing be qualified for employment in a cosmetology or esthetics school.

**ESTHETICS INSTRUCTOR TECHNOLOGY CERTIFICATE
CURRICULUM**

The fifteen (22) semester hours below are required for a Certificate in Esthetics Instructor Technology.

<u>Course Prefix, No., and Title</u>	<u>Class</u>	<u>Hours Per Week</u>			<u>Credit</u>
		<u>Lab</u>	<u>Clinical</u>		
COS 253 Esthetics Ins. Concepts I	6	15	0	11	
COS 254 Esthetics Ins. Concepts II	<u>6</u>	<u>15</u>	<u>0</u>	<u>11</u>	
Total Semester Hours in Program	12	30	0	22	

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

GENERAL EDUCATION

CREDENTIAL: A.A.S.

CODE: A10300

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and better qualified for a wide range of employment opportunities.

ASSOCIATE IN APPLIED SCIENCE DEGREE REQUIREMENTS

<u>Course Prefix, No. and Title</u>	<u>Hours per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
I. GENERAL EDUCATION CORE (18 SHC)				
A. English Composition (6 SHC)				
Required: ENG 111 Expository Writing	3	0	0	3
Required: ENG 114 Prof Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	6	0	0	6
B. Humanities/Fine Arts (3 SHC)				
Required: HUM 115 Critical Thinking	3	0	0	3

C. Social/Behavioral Sciences (3 SHC)						
Required:	PSY 150	General Psychology	3	0	0	3
D. Natural Sciences/Mathematics (6SHC)						
Required:	MAT 140	Survey of Math	3	0	0	3
	CIS 110	Intro to Computers	2	2	0	3
II. Other Required Hours (46 SHC)						
Required:	ACA 115	Success & Study Skills	0	2	0	1

Other required hours include 45 hours in general education and professional courses approved in the college's programs of study. MAT 101 is an elective for Associate Degree Nursing students.

GENERAL OCCUPATIONAL TECHNOLOGY

CREDENTIAL: A.A.S.

CODE: A55280

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs.

The curriculum content will be individualized for students according to their occupational interest 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.

<u>Course Prefix, No. and Title</u>	<u>Hours per Week</u>				
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>	
Fall Semester					
ENG 111	Expository Writing	3	0	0	3
ACA 115	Success & Study Skills	0	2	0	1
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—
Spring Semester 1st Year					
— —	Humanities/Fine Arts Elective	3	0	0	3
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—

Summer Session

MAT 115	Mathematical Models	2	2	0	3
— —	—————	—	—	—	—
— —	—————	—	—	—	—

Fall Semester 2nd Year

CIS 110	Introduction to Computers	2	2	0	3
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—

Spring Semester 2nd Year

ENG 115	Oral Communication	3	0	0	3
PSY 150	General Psychology	3	0	0	3
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—
— —	Employment Area Elective	—	—	—	—

TOTAL SEMESTER HOURS IN PROGRAM 68-76

HOTEL & RESTAURANT MANAGEMENT

**Collaborative Agreement with Fayetteville Technical Community College (See Description below)*

CREDENTIAL: A.A.S

CODE: A25240

The Hotel and Restaurant Management curriculum prepares students to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, inns, restaurants, institutions, and clubs.

Course work includes front office management, food preparation, guest services, sanitation, menu writing, quality management, purchasing, and other areas critical to the success of hospitality professionals.

Upon completion, graduates should qualify for supervisory or entry-level management positions in food and lodging including front office, reservations, housekeeping, purchasing, dining room, and marketing. Opportunities are also available in the support areas of food and equipment sales.

***Bladen Community College is authorized to offer select courses leading to an Associate in Applied Science Degree in Hotel and Restaurant Management through a collaborative agreement with Fayetteville Technical Community College. Fayetteville Technical Community College has agreed to accept students from Bladen Community College who have completed the listed courses and who meet the requirements of Fayetteville Technical Community College for admission into their Hotel and Restaurant Management Program. Fayetteville Technical Community College will award the Associate in Applied Science Degree to any student successfully completing all the state requirements of their program.**

HOTEL & RESTAURANT MANAGEMENT CURRICULUM
CREDENTIAL: A.A.S CODE: A25240

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
ACA 115 Success & Study Skills	0	2	0	1
ACC 120 Prin of Financial Account	3	2	0	4
BUS 110 Introduction to Business	3	0	0	3
ENG 111 Expository Writing	3	0	0	3
MAT 115 Mathematical Models	2	2	0	3
ENG 114 Prof Research & Reporting	3	0	0	3
ECO 251 Prin of Microeconomics	3	0	0	3
ENG 115 Oral Communication	3	0	0	3
OR				
COM 231 Public Speaking	3	0	0	3
BUS 137 Principles of Management	3	0	0	3

INDUSTRIAL SYSTEMS TECHNOLOGY
CREDENTIAL: A.A.S. CODE: A50240

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, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial 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 learners.

This program leads to an Associate in Industrial Systems Technology. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

INDUSTRIAL SYSTEMS TECHNOLOGY
A.A.S. CURRICULUM

<u>Course prefix, No., and Title</u>	<u>Hours per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>

Fall Semester I				
ACA 115	Success & Study Skills	0	2	1
AHR 120	HVACR Maintenance	1	3	2
ENG 111	Expository Writing	3	0	3
ELC 112	DC/AC Electricity	3	6	5
ELC 113	Basic Wiring I	2	6	4
MNT 110	Intro to Maint Procedures	1	3	<u>2</u>
				17
Spring Semester I				
ELC 128	Intro to PLC	2	3	3
ELC 114	Basic Wiring II	2	6	4
ELC 117	Motors & Controls	2	6	4
PLU 111	Intro to Basic Plumbing	1	3	2
BPR 111	Blueprint Reading Mechanical	1	2	2
WLD 112	Basic Welding Processes	1	3	<u>2</u>
				17
Summer Session				
ISC 112	Industrial Safety	2	0	2
MAT 115	Mathematical Models	2	2	3
_____	Humanities/Fine Arts Elective	3	0	<u>3</u>
	(Choose from list on pages 89-92)			8
Fall Semester II				
ELC 115	Industrial Wiring	2	6	4
CIS 110	Introduction to Computers	2	2	3
HYD 110	Hydraulics/Pneumatics I	2	3	3
MNT 160	Industrial Fabrication	1	3	2
_____	Focused Elective from list on page 119	-	-	<u>2-6</u>
				14-18
Spring Semester II				
ENG 115	Oral Communications	3	0	3
MNT 230	Pumps and Piping Systems	1	3	2
MNT 150	Basic Building Maintenance	1	3	2
ELN 131	Electronic Devices	3	3	4
MNT 165	Mechanical Industrial Sys	1	3	2
PSY 150	General Psychology	3	0	<u>3</u>
				16
Total Semester Hours in Program		72-76		

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

INDUSTRIAL SYSTEMS TECHNOLOGY Focused Electives

<u>Course prefix, No., and Title</u>	<u>Hours per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
AHR 111 HVACR Electricity	2	2	3
AHR 130 HVACR Controls	2	2	3
ELC 228 PLC Applications	2	6	4
ISC 132 Mfg Quality Control	2	3	3
ISC 133 Mfg Management Practices	2	0	2
MNT 111 Maintenance Practices	2	2	3
MNT 220 Rigging & Moving	1	3	2
MNT 270 Bioprocess Equip Maint	1	3	2
PLU 130 Plumbing Systems	3	9	6

INDUSTRIAL SYSTEMS TECHNOLOGY

CREDENTIAL: DIPLOMA

CODE: D50240

This curriculum is designed to prepare or up-grade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial systems technology.

This program leads to a diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Industrial Systems Technology Program upon approval by the high school principal and the college admission office.

INDUSTRIAL SYSTEMS TECHNOLOGY DIPLOMA CURRICULUM

<u>Course Prefix, No. And Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester			
ACA 115 Success & Study Skills	0	2	1
ENG 111 Applied Communications I	3	0	3
AHR 120 HVACR Maintenance	1	3	2
MNT 160 Industrial Fabrication	1	3	2
HYD 110 Hydraulics/Pneumatics I	2	3	3
ELC 112 DC/AC Electricity	<u>3</u>	<u>6</u>	<u>5</u>
	10	17	16

Spring Semester

ENG 115	Oral Communications	3	0	3
PLU 111	Basic Plumbing	1	3	2
ELC 117	Motors & Controls	2	6	4
MNT 165	Mechanical Industrial Systems	1	3	2
MAT 115	Mathematical Models	2	2	3
WLD 112	Basic Welding Processes	1	3	2
MNT 150	Basic Building Maintenance	<u>1</u>	<u>3</u>	<u>2</u>
		11	20	18

Summer Semester

ISC 112	Industrial Safety	2	0	2
BPR 111	Blueprint Reading Mechanical	1	2	2
CIS 110	Introduction to Computers	2	2	3
MNT 110	Introduction to Main. Procedures	<u>1</u>	<u>3</u>	<u>2</u>
		6	7	9
	Total Hours:	28	42	43

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	09
MAJOR COURSES	33-34
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	43-44

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

INDUSTRIAL SYSTEMS TECHNOLOGY**CREDENTIAL: CERTIFICATE****CODE: C50240**

This curriculum is designed to prepare or up-grade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized and additional advanced source work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial systems technology.

This program leads to a certificate. To be eligible for graduation, the student must

have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Industrial Systems Technology Program upon approval by the high school principal and the college admission office.

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE

CODE: C50240

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester			
MNT 110 Intro to Maint. Procedures.	1	3	2
HYD 110 Hydraulics/Pneumatics	2	3	3
ELC 112 DC/AC Electricity	<u>3</u>	<u>6</u>	<u>5</u>
	6	12	10
Spring Semester			
BPR 111 Blueprint Reading	1	2	2
WLD 112 Basic Welding Processes	1	3	2
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	4	5	6

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	0
MAJOR COURSES	16
OTHER REQUIRED COURSES	<u>0</u>
TOTAL CREDIT HOURS	16

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-ELECTRICAL

CODE: C50240E

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester			
MNT 110 Intro to Maint. Procedures	1	3	2
ELC 112 DC/AC Electricity	<u>3</u>	<u>6</u>	<u>5</u>
	4	9	7
Spring Semester			
BPR 111 Blueprint Reading Mechanical	1	2	2
ELC 117 Motors and Controls	2	6	4
ISC 112 Industrial Safety	<u>5</u>	<u>7</u>	<u>2</u>
	8	15	8

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	0
MAJOR COURSES	15
OTHER REQUIRED COURSES	<u>0</u>
TOTAL CREDIT HOURS	15

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-FACILITIES

CODE: C50240F

Course Prefix, No. and Title	Hours Per Week		
	Class	Lab	Credit
Fall Semester			
AHR 120 HVACR Maintenance	1	3	2
MNT 110 Introduction to Maint. Procedures	1	3	2
ELC 112 DC/AC Electricity	<u>3</u>	<u>6</u>	<u>5</u>
	5	12	9
Spring Semester			
BPR 111 Blueprint Reading	1	2	2
MNT 150 Basic Building Maintenance	1	3	2
PLU 111 Basic Plumbing	1	3	2
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	5	8	8

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	0
MAJOR COURSES	17
OTHER REQUIRED COURSES	<u>0</u>
TOTAL CREDIT HOURS	17

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-HVACR

CODE: C50240H

Course Prefix, No. and Title	Hours Per Week		
	Class	Lab	Credit
Fall Semester			
MNT 110 Introduction to Maint. Proc.	1	3	2
ELC 112 DC/AC Electricity	<u>3</u>	<u>6</u>	<u>5</u>
	4	9	7
Spring Semester			
AHR 120 HVACR Maintenance	1	3	2
ELC 117 Motors and Controls	2	6	4
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	5	9	8

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES 0
MAJOR COURSES 15
OTHER REQUIRED COURSES 0
TOTAL CREDIT HOURS 15
INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUMS

CREDENTIAL: CERTIFICATE-PLUMBING CODE: C50240PL

Course Prefix, No. and Title		Hours Per Week		
		Class	Lab	Credit
Fall Semester				
MNT 110	Intro to Maint Procedures	1	3	2
PLU 111	Basic Plumbing	1	2	2
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
		4	5	6
Spring Semester				
BPR 111	Blueprint Reading	1	2	2
PLU 130	Plumbing Systems	<u>3</u>	<u>9</u>	<u>6</u>
		4	11	8

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	0
MAJOR COURSES	14
OTHER REQUIRED COURSES	<u>0</u>
TOTAL CREDIT HOURS	14

INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM
INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM

CREDENTIAL: CERTIFICATE-BIO-TECHNOLOGY CODE: C50240BT

Course Prefix, No. and Title		Hours Per Week		
		Class	Lab	Credit
Fall Semester				
MNT 110	Intro to Maint Procedures	1	3	2
ELC 128	Intro to PLC	<u>2</u>	<u>3</u>	<u>3</u>
		3	6	5
Spring Semester				
ISC 112	Industrial Safety	2	0	2
ISC 132	Mfg Quality Control	2	3	3
MNT 270	Bioprocess Equip Maint	1	3	2
MNT 280	Bioprocess Operating Sys	<u>1</u>	<u>3</u>	<u>2</u>
		6	9	9

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	0
MAJOR COURSES	14
OTHER REQUIRED COURSES	<u>0</u>
TOTAL CREDIT HOURS	14

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-MECHANICAL

CODE: C50240M

Course Prefix, No. and Title	Hours Per Week			
	Class	Lab	Credit	
Fall Semester				
MNT 110	Introduction to Maint. Procedures	1	3	2
HYD 110	Hydraulics/Pneumatics I	2	3	3
MNT 165	Mechanical Industrial Systems	<u>1</u>	<u>3</u>	<u>2</u>
		4	9	7
Spring Semester				
BPR 111	Blueprint Reading	1	2	2
WLD 112	Basic Welding Processes	1	3	2
MNT 150	Basic Building Maintenance	1	3	2
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
		5	8	8

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	0
MAJOR COURSES	15
OTHER REQUIRED COURSES	<u>0</u>
TOTAL CREDIT HOURS	15

**INFANT / TODDLER CARE
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE

CODE: C55290

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual setting with young children under the supervision of qualified teachers.

Course work includes infant/toddler growth and development; physical/nutritional needs of infants and toddlers; safety issues in communication skills with parents and children; design and implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, early Head Start programs, and other infant/toddler programs.

CREDENTIAL: CERTIFICATE**CODE: C55290**

		Hours Per Week			
Course Prefix, No., and Title		Class	Lab	Clinical	Credit
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 144	Child Development I				
	OR	3	0	0	3
PSY 244	Child Development I				
EDU 131	Child, Family, & Commun	3	0	0	3
EDU 153	Health, Safety, & Nutrit	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
Totals		16	0	0	16

INTERPRETER EDUCATION

**Collaborative Agreement with Blue Ridge Community College (See Description below)*

CREDENTIAL: A.A.S**CODE: A55300**

The Interpreter Education curriculum prepares individuals to work as entry-level Sign Language Interpreters who will provide communication access in interview and interactive settings. In addition, this curriculum provides in-service training for working interpreters who want to upgrade their skills.

Course work includes the acquisition of American Sign Language (ASL); grammar, structure, and sociolinguistic properties; cognitive processes associated with interpretation between ASL and English; the structure and character of the deaf community; and acquisition of consecutive and simultaneous interpreting skills.

Entry-level jobs for para-professional interpreters are available in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/free lance positions or apply language skills to other human service related areas.

***Bladen Community College is authorized to offer select courses leading to an Associate in Applied Science Degree in Interpreter Education through a collaborative agreement with Blue Ridge Community College. Blue Ridge Community College has agreed to accept students from Bladen Community College who have completed the listed courses and who meet the requirements of Blue Ridge Community College for admission into their Interpreter Education Program. Blue Ridge Community College will award the Associate in Applied Science Degree to any student successfully completing all the state requirements of their program.**

INTERPRETER EDUCATION**CREDENTIAL: A.A.S****CODE: A55300****Hours Per Week**

<u>Course Prefix, No., and Title</u>		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
ACA 115	Success and Study Skills	0	2	1
CIS 110	Introduction to Computers	2	2	3
ENG 111	Expository Writing	3	0	3
ENG 114	Prof Research & Reporting	3	0	3
MAT 140	Survey of Mathematics	3	0	3
	Social Behav Science Elective	3	0	3
	Humanities Elective	3	0	3

Select 3 hours from the following

BUS 110	Intro to Business	3	0	3
EDU 119	Intro to Early Child Educ	4	0	4
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

MANICURE / NAIL TECHNOLOGY

CREDENTIAL: CERTIFICATE

CODE: C55400

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, and in related businesses.

MANICURE / NAIL TECHNOLOGY

CREDENTIAL CERTIFICATE

CODE C55400

<u>Course Prefix, No. and Title</u>		Hours Per Week			
		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
COS 121	Manicure/Nail Tech I	4	6	0	6
COS 222	Manicure/Nail Tech II	4	6	0	6
		8	12	0	12

NURSING ASSISTANT

CREDENTIAL: CERTIFICATE

CODE: C45480

This 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 Nursing Assistant I's and Nursing Assistant II's. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as described on the next page.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent. Additionally, the applicant must have begun or completed the Hepatitis B immunization series and paid the premium for the appropriate liability insurance for self-protection while engaged in the practicum activities included in this program.

NURSING ASSISTANT CERTIFICATE CURRICULUM

Seventeen (17) or eighteen (18) semester hours are required for the completion of a Certificate.

Course Prefix, No. and Title	Hours Per Week			
	Class	Lab	Clinical	Credit
Fall Semester~1st Forty (40) Day Session*				
NAS 101 Nursing Assistant I (Prereq High School Diploma or GED)	3	2	3	5
NAS 103 Home Health Care (Prereq High School Diploma or GED)	2	0	0	2
NAS 105 Life Span Changes (Prereq High School Diploma or GED)	2	0	0	2
OR				
CIS 113 Computer Basics	<u>0</u> 7	<u>2</u> 2-4	<u>0</u> 3	<u>1</u> 8-9
Fall Semester~2nd Forty (40) Day Session*				
NAS 101 Nursing Assistant I (Prereq High School Diploma or GED)	3	2	3	5
NAS 103 Home Health Care (Prereq High School Diploma or GED)	2	0	0	2
NAS 105 Life Span Changes (Prereq High School Diploma or GED)	2	0	0	2
OR				
CIS 113 Computer Basics	<u>0</u> 7	<u>2</u> 2-4	<u>0</u> 3	<u>1</u> 8-9
Spring Semester Thirty (30) Day Session*				
NAS 101 Nursing Assistant I (Prereq High School Diploma or GED)	3	2	3	5
NAS 103 Home Health Care	2	0	0	2

NAS 105	(Prereq High School Diploma or GED) Life Span Changes	2	0	0	2
	(Prereq High School Diploma or GED)				
	OR				
CIS 113	Computer Basics	$\frac{0}{7}$	$\frac{2}{2-4}$	$\frac{0}{3}$	$\frac{1}{8-9}$
Spring Semester Fifty (50) Day Session **					
NAS 102	Nursing Assistant II (Prereq High School Diploma or GED and Currently listed as NA I with State of North Carolina)	3	2	6	6
NAS 106	Geriatrics (Prereq High School Diploma or GED)	$\frac{2}{5}$	$\frac{0}{2}$	$\frac{3}{9}$	$\frac{3}{9}$
Summer Term~Forty (40) Day Session*					
NAS 101	Nursing Assistant I (Prereq High School Diploma or GED)	3	2	3	5
NAS 103	Home Health Care (Prereq High School Diploma or GED)	2	0	0	2
NAS 105	Life Span Changes (Prereq High School Diploma or GED)	2	0	0	2
CIS 113	Computer Basics	$\frac{0}{7}$	$\frac{2}{2-4}$	$\frac{0}{3}$	$\frac{1}{8-9}$

*Satisfactory completion of any one of these sessions will satisfy the requirements for a NA I.

**Satisfactory completion of this session will satisfy the requirements for a NA II. Completion of the NA I and NA II requirements are necessary to earn a Certificate in the Nursing Assistant Program.

OFFICE ADMINISTRATION

CREDENTIAL: A.A.S.

CODE: A25370

The Office Administration 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 to middle management.

This program leads to an Associate in Applied Science Degree. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

OFFICE ADMINISTRATION A.A.S. CURRICULUM

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester~1st Year				
OST 122 Office Computations	1	2	0	2
OST 134 Text Entry & Formatting	2	2	0	3
BUS 121 Business Math	2	2	0	3
CIS 110 Introduction to Computers	2	2	0	3
ENG 111 Expository Writing	3	0	0	3
ACA 115 Success & Study Skills	0	2	0	1
Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>2-4</u>
	16	8	0	17-19
Spring Semester~1st Year				
BUS 260 Business Communications	3	0	0	3
OST 136 Word Processing	2	2	0	3
OST 164 Text Editing Applications	3	0	0	3
OST 184 Records Management	2	2	0	3
CTS 130 Spreadsheet	2	2	0	3
Elective	3	0	0	2-4
Natural Sci/Math Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3-4</u>
	14	10	0	20-23
Fall Semester~2nd Year				
OST 132 Keyboard Skill Building	1	2	0	2
OST 223 Administrative Office Transcript I	2	2	0	3
OST 286 Professional Development	3	0	0	3
OST 236 Adv Word/Information Proc	2	2	0	3
ENG 115 Oral Communication	3	0	0	3
OR				
COM 110 Intro to Communication	3	0	0	3
ACC 120 Prin of Financial Acct	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
	13	6	0	18
Spring Semester~2nd Year				
OST 233 Office Publications Design	2	2	0	3
OST 289 Administrative Office Mgt	2	2	0	3
COE 111 Co-op Work Experience I	0	0	10	1
Elective	3	0	0	2-4
Humanities/Fine Arts Elect	3	0	0	3
Social/Behav Sciences Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	13	4	10	15-17

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	15
MAJOR COURSES	53-56
OTHER REQUIRED COURSES	<u>02</u>
TOTAL CREDIT HOURS	70-77

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

OFFICE ADMINISTRATION

CREENTIAL: DIPLOMA

CODE :D25370

The Office Administration 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 to middle management.

This program leads to a diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

OFFICE ADMINISTRATION DIPLOMA CURRICULUM

Course Prefix, No. and Title	Hours Per Week			
	Class	Lab	Clinical	Credit
Fall Semester				
OST 134 Text Entry & Formatting	2	2	0	3
BUS 121 Business Math	2	2	0	3
CIS 110 Introduction to Computers	2	2	0	3
ACC 120 Prin of Financial Acct	3	2	0	4

ENG 111	Expository Writing	3	0	0	3
ACA 115	Success & Study Skills	0	2	0	1
_____	Business Technology Elective	<u>2-4</u>	<u>0</u>	<u>0</u>	<u>2-4</u>
	(Choose one from list on page 133)	14-16	10	0	19-21

Spring Semester

OST 122	Office Computations	1	2	0	2
BUS 260	Business Communication	3	0	0	3
OST 136	Word Processing	2	2	0	3
OST 164	Text Editing Applications	3	0	0	3
OST 184	Records Management	2	2	0	3
CTS 130	Spreadsheet	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		13	8	0	17

Summer Term

OST 289	Administrative Office Mgt	2	2	0	3
_____	Business Technology Elective	3	0	0	3
	(Choose one from list on page 133)				
_____	General Education Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	(Choose one from list below)	8	2	0	9
	PSY 150, ECO 251, POL 110, MAT 140,				
	BIO 111, BIO 168, HUM 115, ENG 125, PHI 240)				

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	06
MAJOR COURSES	38
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	45

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

**OFFICE ADMINISTRATION
BUSINESS TECHNOLOGY ELECTIVE COURSES**

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
ACC 121 Prin of Managerial Acct	3	2	0	4
ACC 131 Federal Income Taxes	2	2	0	3
ACC 150 Acct Software Appl	1	2	0	2
BUS 110 Introduction to Business	3	0	0	3
BUS 115 Business Law I	3	0	0	3
BUS 135 Principles of Supervision	3	0	0	3
BUS 137 Principles of Management	3	0	0	3

DBA 112	Database Utilization	2	2	0	3
MKT 120	Principles of Marketing	3	0	0	3
OST 131	Keyboarding	1	2	0	2
OST 135	Adv Tex Entry & Format	3	2	0	4
OST 137	Office Software Applicat	2	2	0	3
OST 140	Internet Comm/Research	1	2	0	2
OST 141	Med Terms I-Med Office	3	0	0	3
OST 142	Med Terms II-Med Office	3	0	0	3
OST 148	Med Coding, Billing, & Insu	3	0	0	3
OST 149	Med Legal Issues	3	0	0	3
OST 153	Office Finance Solution	1	2	0	2
OST 165	Adv Text Editing Apps	2	2	0	3
OST 201	Medical Transcription I	3	2	0	4
OST 202	Medical Transcription II	3	2	0	4
OST 203	Fund of Med Doc	3	0	0	3
OST 243	Med Office Simulation	2	2	0	3
OST 247	Procedure Coding	1	2	0	2
OST 248	Diagnostic Coding	1	2	0	2
OST 281	Emerg Issues in Med Ofc	3	0	0	3
OST 285	Adv Emerg Issu in Med Ofc	3	0	0	3

OFFICE ADMINISTRATION

CREDENTIAL: CERTIFICATE

CODE: C25370

The Office Administration 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 to middle management.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

OFFICE ADMINISTRATION

CURRICULUM CERTIFICATE

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
OST 132 Keyboard Skill Building	1	2	0	2
OST 134 Text Entry & Formatting	2	2	0	3
OST 136 Word Processing	2	2	0	3
OST 164 Text Editing Applications	3	0	0	3
OST 286 Professional Development	3	0	0	3
Choose One: OST 289 or OST 233	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
	13	8	0	17

**OFFICE ADMINISTRATION
MEDICAL CODING CERTIFICATE**

CREDENTIAL: CERTIFICATE

CODE: C25370C

The Office Administration 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 to middle management.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**OFFICE ADMINISTRATION
MEDICAL CODING CERTIFICATE**

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
OST 142 Med Terms II-Med Office	3	0	3
OST 149 Med Legal Issues	3	0	3
OST 247 Procedure Coding	1	2	2
OST 248 Diagnostic Coding	1	2	2
OST 281 Emerg Issues in Med Ofc	<u>3</u>	<u>0</u>	<u>3</u>
	Total Hours		13

**OFFICE ADMINISTRATION
MEDICAL BILLING CERTIFICATE**

CREDENTIAL: CERTIFICATE

CODE C25370BB

The Office Administration 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 to middle management.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**OFFICE ADMINISTRATION
MEDICAL BILLING CERTIFICATE**

Course Prefix, No. and Title	Hours Per Week		
	Class	Lab	Credit
CTS 130 Spreadsheet	2	2	3
OST 148 Med Coding Billing & Insu	3	0	3
OST 149 Med Legal Issues	3	0	3
OST 247 Procedure Coding	1	2	2
OST 248 Diagnostic Coding	1	2	2
OST 285 Adv Emerg Issu in Med Off	<u>3</u>	<u>0</u>	<u>3</u>
Total Hours			16

**OFFICE ADMINISTRATION
MICROSOFT OFFICE APPLICATIONS CERTIFICATE**

CREDENTIAL: CERTIFICATE

CODE: C25370MO

The Office Administration 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 to middle management.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**OFFICE ADMINISTRATION
MICROSOFT OFFICE APPLICATIONS CERTIFICATE**

Course Prefix, No. and Title	Hours Per Week		
	Class	Lab	Credit
CIS 110 Intro to Computers	2	2	3
CTS 130 Spreadsheet	2	2	3
DBA 112 Database Utilization	2	2	3
OST 136 Word Processing	2	2	3
Or			
OST 137 Office Software Applications	<u>2</u>	<u>2</u>	<u>3</u>
	Total Hours		12

**OFFICE ADMINISTRATION
DESKTOP PUBLISHING CERTIFICATE**

CREDENTIAL CERTIFICATE

CODE C25370DP

The Office Administration 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 to middle management.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**OFFICE ADMINISTRATION
DESKTOP PUBLISHING CERTIFICATE**

<u>Course Prefix, No. and Title</u>		Hours Per Week		
		Class	Lab	Credit
CIS 110	Intro to Computers	2	2	3
OST 136	Word Processing	2	2	3
OST 236	Advanced Word Processing	2	2	3
OST 233	Office Publications Design	<u>2</u>	<u>2</u>	<u>2</u>
Total Hours				12

**OFFICE ADMINISTRATION
PATIENT ACCESS REPRESENTATIVE CERTIFICATE**

CREDENTIAL CERTIFICATE

CODE C25370PA

The Office Administration 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 to middle management.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**OFFICE ADMINISTRATION
PATIENT ACCESS REPRESENTATIVE CERTIFICATE**

<u>Course Prefix, No. and Title</u>		Hours Per Week		
		Class	Lab	Credit
OST 134	Text Entry & Formatting	2	2	3
OST 141	Med Terms I-Med Office	3	0	3
OST 142	Med Terms II-Med Office	3	0	3
OST 148	Med coding Billing & Insu	3	0	3
OST 149	Med Legal Issues	3	0	3
OST 286	Professional Development	<u>3</u>	<u>0</u>	<u>3</u>
Total Hours				18

**OFFICE ADMINISTRATION
MEDICAL OFFICE RECEPTIONIST CERTIFICATE**

CREDENTIAL CERTIFICATE

CODE C25370MR

The Office Administration 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 to middle management.

This program leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

**OFFICE ADMINISTRATION
MEDICAL OFFICE RECEPTIONIST CERTIFICATE**

Course Prefix, No. and Title	Hours Per Week		
	Class	Lab	Credit
OST 134 Text Entry & Formatting	2	2	3
OST 137 Office Software Applications	2	2	3
OST 141 Med Terms I-Med Office	3	0	3
OST 142 Med Terms II-Med Office	3	0	3
OST 149 Med Legal Issues	3	0	3
OST 286 Professional Development	<u>3</u>	<u>0</u>	<u>3</u>
	Total Hours	18	

Office Administration Students



PRACTICAL NURSING**CREDENTIAL: DIPLOMA****CODE: D45660**

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

Admission for the PNE program is based on selective criteria.

PRACTICAL NURSING DIPLOMA CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester				
NUR 101 Practical Nursing I (1 st 12 Weeks)	7	6	6	11
NUR 102AA Practical Nursing II (last 4 Weeks)	2	0	12	12
BIO 168 Anatomy & Physiology I	3	3	0	4
PSY 110 Life Span Development	3	0	0	3
CIS 113 Computer Basics	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	15	11	9	22
Spring Semester				
NUR 102BB Practical Nursing II (1 st 8 Weeks)	6	0	9	9
NUR 103 Practical Nursing III (2 nd 8 Weeks)	6	0	12	10
BIO 169 Anatomy & Physiology II	3	3	0	4
ENG 111 Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	18	3	21	26

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	14
MAJOR COURSES	33
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	48

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program and course competencies are maintained by the lead instructor for this program.

SCHOOL-AGE EDUCATION

CREDENTIAL: A.A.S.

CODE: A55440

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations.

SCHOOL-AGE EDUCATION CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			<u>Credit</u>	
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>		
Fall Semester-1st Year					
ACA 115	Success & Study Skills	0	2	0	1
ENG 111	Expository Writing	3	0	0	3
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 144	Child Development I	3	0	0	3
OR					
PSY 244	Child Development I	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
PSY 150	General Psychology	3	0	0	3
Spring Semester-1st year					
ENG 115	Oral Communications	3	0	0	3
EDU 131	Child, Family & Community	3	0	0	3
EDU 145	Child Development II				
OR					
PSY 245	Child Development II	3	0	0	3
EDU 235	School-Age Dev & Program	3	0	0	3
EDU 163	Classroom Mgt & Instruction	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
CIS 113	Computer Basics	0	2	0	1
Fall Semester-2nd Year					
MAT 115	Mathematical Models	2	2	0	3

	Or				
MAT 140	Survey of Mathematics	3	0	0	3
EDU 221	Children with Sp Needs	3	0	0	3
	Or				
EDU 161	Intro to Exceptional Children	3	0	0	3
EDU 259	Curriculum Planning	3	0	0	3
EDU 271	Educational Technology	2	2	0	3
EDU 281	Instruc Strat/Reading & Writing	2	2	0	3
_____	Humanities/Fine Arts Elective	0	0	0	3
Spring Semester-2nd Year					
EDU 216	Foundations of Educ	4	0	0	4
	Or				
EDU 118	Teach Assoc Princ & Prac	3	0	0	3
EDU 251	Exploration Activities	3	0	0	3
EDU 251A	Exploration Act Lab	0	2	0	1
EDU 275	Effective Teacher Training	2	0	0	2
EDU 285	Internship Exp-School Age	1	9	0	4
EDU 289	Adv Issues/School Age	2	0	0	2

**** See General Education Electives on pages 89-92.**

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION	15
MAJOR COURSES	53
OTHER RELATED COURSES	<u>01</u>
TOTAL CREDIT HOURS	69

Specific courses within the above categories may be identified by the Vice President for Instruction and Student Services. Expected program and course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

SCHOOL-AGE CURRICULUM

CREDENTIAL: CERTIFICATE

CODE: A55440G

Course Prefix, No., and Title	Hours Per Week			
	Class	Lab	Clinical	Credit
EDU 146 Child Guidance	3	0	0	3
PSY 150 General Psychology	3	0	0	3
EDU 131 Child, Family & Community	3	0	0	3
EDU 145 Child Development II	3	0	0	3
	OR			
PSY 245 Child Development II	3	0	0	3
EDU 235 School-Age Dev & Program	2	0	0	2
CIS 113 Computer Basics	0	2	0	1

WELDING TECHNOLOGY

CREDENTIAL: A.A.S.

CODE: A50420

The Welding Technology curriculum provides students a sound understanding of the science, technology, and application essential for successful employment in the welding and metals industries.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self employment.

This program leads to an Associate in Applied Science Degree. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent.

WELDING TECHNOLOGY A.A.S. CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester-1st Year				
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 121 GMAW (Mig) FCAW/Plate	2	6	0	4
MAT 115 Mathematical Models	2	2	0	3
ACA 115 Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	7	22	0	15
Spring Semester -1stYear				
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 131 GTAW (Tig) Plate	2	6	0	4
WLD 141 Symbols & Specifications	2	2	0	3
WLD 143 Welding Metallurgy	1	2	0	2
CIS 113 Computer Basics	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	6	21	0	14
Summer Term				
WLD 261 Certification Practices	1	3	0	2
WLD 262 Inspection & Testing	2	2	0	3
ISC 112 Industrial Safety	2	0	0	2
WLD 231 GTAW (TIG)	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
	6	11	0	10
Fall Semester-2nd Year				

WLD 132	GTAW (Tig) Plate/Pipe	1	6	0	3
WLD 145	Thermoplastic Welding	1	3	0	2
WLD 151	Fabrication I	2	6	0	4
PSY 150	General Psychology	3	0	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	15	0	15
Spring Semester-2nd Year					
WLD 215	SMAW (Stick) Pipe	1	9	0	4
WLD 251	Fabrication II	1	6	0	3
CIS 110	Intro to Computers	2	2	0	3
SPA 120	Spanish in the Workplace	3	0	0	3
OR					
	Hum/Fine Arts Elective**	0	0	0	3
ENG 115	Oral Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	17	0	16

****See General Education Electives on pages 89-92.**

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	15
MAJOR COURSES	53
OTHER REQUIRED COURSES	<u>02</u>
TOTAL CREDIT HOURS	70

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of course offerings is subject to change at the discretion of the administration.

**WELDING TECHNOLOGY
CREDENTIAL: DIPLOMA**

CODE: D50420

The Welding Technology curriculum provides students a sound understanding of the science, technology, and application essential for successful employment in the welding and metals industries.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control,

supervision, and welding-related self employment.

This program leads to a diploma. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Welding Technology Program upon approval by the high school principal and the college admission office.

WELDING TECHNOLOGY DIPLOMA CURRICULUM

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			<u>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	
Fall Semester				
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 121 GMAW (Mig) FCAW/Plate	2	6	0	4
MAT 101 Applied Mathematics I	2	2	0	3
ACA 115 Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	7	22	0	15
Spring Semester				
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 131 GTAW (Tig) Plate	2	6	0	4
WLD 141 Symbols & Specifications	2	2	0	3
WLD 143 Welding Metallurgy	1	2	0	2
CIS 113 Computer Basics	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	6	21	0	14
Summer Term				
WLD 261 Certification Practices	1	3	0	2
WLD 262 Inspection & Testing	2	2	0	3
ENG 111 Expository Writing	3	0	0	3
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
	8	5	0	10

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	06
MAJOR COURSES	32
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	39

Specific courses within the above categories may be identified by your advisor or by the Vice President for Instruction and Student Services. Expected program competencies are maintained by the lead instructor for this program, while course competencies are maintained by the respective instructors of specific courses.

NOTE: The above curriculum outline is intended as a guide only. The sequence of

course offerings is subject to change at the discretion of the administration.

WELDING TECHNOLOGY

CREDENTIAL: CERTIFICATE

**CODE: REFER TO
SPECIFIC PROGRAM**

The Welding Technology curriculum provides students a sound understanding of the science, technology, and application essential for successful employment in the welding and metals industries.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self employment.

Any one of these programs leads to a certificate. To be eligible for graduation, the student must have satisfactorily completed the course requirements as outlined below for the respective certificate option he/she chooses.

The college maintains an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age. A high school student, 16 years old or older, may be admitted to the Welding Technology Program upon approval by the high school principal and the college admission office.

STRUCTURAL WELDING CERTIFICATE CURRICULUM

CODE: C50420S

Course Prefix, No., and Title	Hours Per Week			
	Class	Lab	Clinical	Credit
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 141 Symbols & Specifications	2	2	0	3
OR				
WLD 261 Certification Practices	1	3	0	2
Or				
WLD 262 Inspection & Testing	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
	5-6	23-24	0	13-14

PIPE WELDING CERTIFICATE CURRICULUM

CODE: C50420P

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 116 SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 131 GMAW (TIG) Plate	2	6	0	4
WLD 261 Certification Practices*	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
(Prereq WLD 115, WLD 121, and	6-7	27-30	0	15-17

COMMERCIAL AND INDUSTRIAL WELDING CERTIFICATE PROGRAM

CODE: C50420CI

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD121 GMAW (Mig) FCAW/Plate	2	6	0	4
ISC 112 Industrial Safety	2	0	0	2
WLD 141 Symbols & Specifications*	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
7-9	18-19	0	13-16	

WELDING PROCESSES I CERTIFICATE PROGRAM

CODE: C50420 I

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
WLD 110 Cutting Processes	1	3	0	2
WLD 115 SMAW (Stick) Plate	2	9	0	5
WLD 121 GMAW (Stick) FCAW/Plate	2	6	0	4
WLD 131 GMAW (TIG) Plate	2	6	0	4
WLD 261 Certification Practices*	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
(Prereq WLD 115, WLD 121, and WLD 131)	7-8	24-27	0	15-17

WELDING PROCESSES II CERTIFICATE PROGRAM

CODE: C50420 II

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
WLD 132 GTAW (TIG) Plate/Pipe	1	6	0	3
WLD 151 Fabrication I	2	6	0	4

WLD 215	SMAW (Stick) Pipe	1	9	0	4
WLD 261	Certification Practices (Prereq WLD 115, WLD 121 and WLD 131)	$\frac{1}{5}$	$\frac{3}{24}$	$\frac{0}{0}$	$\frac{2}{13}$

***Recommended, but not required courses.**
BCC Basic Skills Instructor and Student



ADULT AND CONTINUING EDUCATION PROGRAMS

GENERAL INFORMATION

Through the continuing education programs, adults may continue learning experiences in a wide variety of fields, both occupational and cultural in nature. Continuing education programs are offered according to community interest and need. A course may be organized when interest is expressed by a sufficient number of people in a particular area. Bladen Community College cooperates with community organizations and agencies such as schools, libraries, civic and community clubs, religious groups, law enforcement agencies, fire service groups, emergency medical services, rescue squads, business, and industrial groups to provide needed educational services.

ADMISSION

Any person 18 years of age or older and who is not enrolled in the public school system is eligible to enroll. Under certain conditions, however, individuals between

the ages of 16 and 18 years may be admitted as persons with special needs or under a dual enrollment arrangement between the college and the Bladen County Public Schools.

REGISTRATION

Pre-registration/prepayment is required for most continuing education classes. The occupational extension registration fees are based on the total class hours. Purchase of book(s) may be required for some courses. Students may pre-register at the continuing education department. If additional information is needed, please contact the continuing education department at (910) 879.5500.

CONTINUING EDUCATION REFUND POLICY

A refund shall not be made except under the following circumstances:

- A. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. A student is eligible for a 100 percent refund if the class in which the student is officially registered fails to “make” due to insufficient enrollment.
- B. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the official 10 percent point of the semester.
- C. For contact hour classes, 10 calendar days from the first day of class is the determination date for a 75 percent refund.

FEES

Course fees are noted with each course listing. Payment of course fees is required before or on the first class session. Some courses have additional charges for supplies, insurance, or other essential expenses, which are also noted in the course outlines. In most courses, students are responsible for purchasing any special materials required for the class.

SELF-SUPPORTING COURSES

Some courses in this schedule are offered on a self-supporting basis, which means they are supported entirely by course fees, without any state funding. These courses include the statement “Because this course is self-supporting, no tuition waivers or exemptions are allowed.” Course fees vary.

COURSE REPEATS

If you enroll in the same occupational extension course more than twice within a five-year period, you will be required to pay for the full cost of the course unless repeating the course is required for certification or licensure renewal. The full cost will be calculated by multiplying the total class hours by a set rate determined by the system office. The cost is subject to change based on the budget. Seniors 65 and older who repeat the same course will have to pay the third time.

SENIOR CITIZENS

Tuition shall be waived for one course of non-credit instruction per academic semester for senior citizens age 65 or older who are qualified as legal residents of North Carolina. Academic semesters are defined consistent with the academic

periods defined by 23 NCAC 02D.0327(a)(1): Spring Period: January 1-May 15; Summer Period: May 16-August 14; Fall Period: August 15-December 31. For the purpose of calculating the waiver, contact hours are categorized into academic semesters based on the date the course starts. (Note: this may differ from the academic semester for which the contact hours are reported for budget FTE purposes.)

Continuing education occupational extension registration fees for courses starting on or after August 15, 2009 are as follows:

Course Length	Registration Fee
0-24 Hours	\$65
25-50 Hours	\$120
51+ Hours	\$175

Note that an eligible senior citizen may receive waivers for both curriculum and occupational extension courses in a given academic semester consistent with the parameters outlined above.

ATTENDANCE

A minimum of 80 percent attendance is required for successful completion of continuing education courses. Any exception will be noted in the course outline.

CERTIFICATES

Continuing education offers only non-credit courses; therefore, all courses are pass/fail. Certificates are awarded for completion of courses showing the number of class hours and CEU's awarded for successful completion. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designed courses.

CONTINUING EDUCATION UNITS

Continuing Education Units (CEU's) will be awarded upon satisfactory completion of the course. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

COMMUNITY SERVICE PROGRAMS

Community service programs are short courses developed to enrich the special interest of the adult population.

OCCUPATIONAL PROGRAMS

FIRE SERVICE TRAINING

Fire service training is designed to provide firefighters the opportunity to gain technical information and skills in modern fire fighting through a variety of courses and practical exercises. Courses can be applied to certification as a firefighter level I and II, rescue technician, driver/operator, pump operations, aerial operations, and fire life safety educator I, II, and III. Certifications are awarded by the North Carolina Department of Insurance, Office of the State Fire Marshal. Courses are

offered on campus as well as area fire departments.

EMERGENCY MEDICAL TRAINING

Emergency medical training is designed to provide an individual with the opportunity to gain technical information and skills in modern emergency medicine. Training in EMT Basic, Intermediate, and Paramedic is offered as well as continuing education classes required to maintain state certification.

LAW ENFORCEMENT TRAINING

Law enforcement training is provided at the request of law enforcement agencies. Courses are designed as in-service training for current law enforcement officers to maintain certification by the North Carolina Department of Justice.

HUMAN RESOURCES DEVELOPMENT PROGRAM

The Human Resources Development program was created by the North Carolina Department of Community Colleges, the North Carolina Manpower Development Commission, and the U.S. Department of Labor.

The program recruits and trains adults who are unemployed and underemployed. Instructional activities are provided for the attainment of personal goals and the pursuit of vocational and technical skills.

Our commitment to every student is the enhancement of his/her concept, attitudes, values and goals. This is done through counseling, role playing and one-on-one and group interactions. Flexibility permits the program to be adaptable to student needs. Students must be 18 years old or older to participate in a class; however, students between 16 and 18 years of age may be admitted under certain conditions.

Unlike most other programs offered within the adult continuing education division, registration fee for the H.R.D. program is waived for students who meet the eligible criteria.

CUSTOMIZED TRAINING

The Customized Training Program supports the economic development efforts of North Carolina by providing education and training opportunities for eligible businesses and industries. Amended in 2008, the program integrates the New and Expanding Industry Training Program (NEIT) and the Customized Training Program (CIT) to more effectively respond to business and industry. The Customized Training Program also includes the former Focused Industry Training program (FIT) and shall offer programs and training services to assist new and existing business and industry to remain productive and profitable. The purpose of the Customized Training Program is to provide customized training assistance in support of full-time production and direct customer service positions created in the state of North Carolina, thereby enhancing the growth potential of companies located in the state while simultaneously preparing North Carolina's workforce with the skills essential to successful employment in emerging industries.

BASIC SKILLS PROGRAMS

The mission of the Basic Skills program is to provide educational opportunities for adults 16 years or older who are out of school. The program addresses the needs of

adults who do not have a high school diploma or who lack sufficient mastery of basic education skills to enable them to function effectively in society. They can improve their reading, writing, mathematics, and communication skills through five major programs: Adult Basic Education (ABE), General Education Development (GED), Adult High School (AHS), English as a Second Language (ESL), and Compensatory Education (CED). Classes are at no charge and are offered in a variety of settings and times. Class dates and times are announced as locations for the programs are determined.

ADULT BASIC EDUCATION (ABE)

Designed primarily to help improve basic reading, writing, and math skills, the Adult Basic Education Program may also include instruction in basic science and social studies. The program is based upon the philosophy that every person, regardless of functional level, is teachable, capable of self-improvement, and should have the opportunity to participate in continuing educational activities.

There is no credit transfer system in the Adult Basic Education Program. The goal of the program is to enable the student to advance along a continuum from his or her current educational level to a high school equivalency or Adult High School Diploma Program and into a college level curriculum.

GENERAL EDUCATIONAL DEVELOPMENT (GED)

The General Education Development Program is designed for the adult who has not completed high school. Sixteen and 17-year-old students must provide a notarized Basic Skills minor application form, signed by minor's parent, legal guardian, or other person having legal custody of such minor. The form must also include signature of the principal from the last school student attended. Students must complete the registration process to be enrolled in the program.

The GED test consists of five parts: language arts writing, social studies, science, language arts reading, and mathematics. Upon attaining minimum standard scores of 410 on each of the five tests and a total score of 2250, a high school diploma equivalency is awarded to the student by the State Board of the Community College System. The GED testing fee is \$7.50. Students re-testing in writing must pay \$2.50. Graduates have the option of participating in Basic Skills' annual graduation exercises in May. All graduates must complete a graduation application and pay a \$10.00 graduation fee.

COMPENSATORY EDUCATION

Compensatory Education is a program designed for use with classes comprising developmentally disabled adults. The program is based upon the philosophy of normalization, which says all adults have the right to be treated as adults and to participate in the mainstream of community life.

Compensatory Education curriculum includes subject areas as language, math, social science, community living, consumer education, health, and vocational education. Application of principles learned should enhance daily life and help the disabled adult to become more independent.

ADULT HIGH SCHOOL (AHS)

The Adult High School Diploma Program is a no cost program for adults who are not enrolled in public education. The program is not designed to replace the traditional public school or extended-day programs. Sixteen and 17-year-old students are encouraged to stay in a public school program, but may be admitted if they provide a notarized Basic Skills minor application form, signed by minor's parent, legal guardian, or other person having legal custody. The form must include signature of the principal from the last school student attended.

The program will provide a course of instruction which will enable adults to complete the necessary requirements for an Adult High School Diploma. Each course is sufficiently extensive in duration and intensity for the student to develop the competencies necessary to complete the program. The Adult High School Diploma Program is operated under an agreement between Bladen Community College and the Bladen County School System. Units required for graduation are based on the North Carolina Department of Public Instruction's Standard Course of Study. Graduates may participate in the Basic Skills' annual graduation. A graduation application must be submitted along with a \$10.00 graduation fee.

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL Program provides classes designed to help adults who have limited or no proficiency in the English language to achieve competence in English. Attention is given to both the cultural and linguistic needs of ESL students as instructors focus upon the formation of accurate, appropriate communication skills and upon the students' ability to function in the American adult community. Curriculum focuses on developing the basic skills of reading, writing, speaking, and listening. Classes integrate English language instruction with topics that prepare students for everyday life, employment, and citizenship.

JOBLINK CAREER CENTER

Our Mission: We provide our workforce and employers the best customer-focused, customer-friendly, planning, training, and placement services. The result is a workforce ready to meet the challenges of the 21st century at the Employment Security Commission/Joblink located at 401 Mercer Mill Road, Elizabethtown, NC 28337.

JobLink services are available:

Monday - Thursday

8:30 A.M. – 4:30 P.M.

Friday

8:30 A.M. - 3:00 P.M.

INDEPENDENT JOB SEARCH

Self registration allows you to register yourself for Career Center services.

Labor Market Information (LMI) stores information about the number and types of job opportunities by county, region, or statewide.

STAFF-ASSISTED CAREER PLANNING

Staff-assisted career planning for customers is available for customers who know the type jobs they want. A Career Center interviewer will help to explore options in the current labor market.

STAFF-ASSISTED SKILL DEVELOPMENT & OCCUPATIONAL SKILLS TRAINING

On-the-job training is available when additional training is needed to perform a job. In this program, employers pay a salary while you work and learn the job skills.

SMALL BUSINESS CENTER

The Community College System recognizes the vital role of small business entrepreneurs in our economy. Helping small business owners, or would-be owners, with training and educational programs, providing them with counseling services, and other types of assistance has become priority.

The mission of the Small Business Center is to support the growth of existing businesses and the development of new businesses by providing training, counseling and information. The purpose of the Small Business Center is to serve small business owners and prospective owners by providing: (1) information; (2) education and training; (3) counseling and referral; and (4) other technical and managerial assistance.

Job Link WIA Youth Program



DESCRIPTIONS OF CURRICULUM COURSES

All curriculum courses offered by Bladen Community College shall come from the System's Combined Course Library. They are identified with a three-letter prefix and three-digit number. Specifically, the numbering system is as follows:

- (A) The numbers 050-099 shall be assigned to developmental courses.
- (B) The numbers 100-199 and 200-299 shall be assigned to courses approved only at the certificate and diploma levels. These courses shall not be included in associate degree programs.
- (C) The numbers 110-199 and 210-299 shall be used for courses approved at the associate degree level. These courses may also be included in certificate and diploma programs.

To the right of each course number and title appears a group of numbers such as 3 2 0 4. The "3" indicates the number of lecture or class hours this course meets per week. The "2" indicates the number of laboratory hours this course meets per week. The "0" indicates the number of clinical hours this course meets per week. The "4" indicates the number of academic credits or semester hour credits (SHC) granted for the course.

Those courses with prerequisite requirements cannot be taken until these requirements are satisfactorily fulfilled.

ACA-ACADEMIC RELATED

ACA 115 Success & Study Skills 0 2 0 1

Prerequisites: None

Corequisites: None

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. *This course is also available through the Virtual Learning Community (VLC).*

ACC-ACCOUNTING

ACC 120 Prin of Financial Acct 3 2 0 4

Prerequisites: None

Corequisites: None

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, 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 pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

ACC 121 Prin of Managerial Acct 3 2 0 4
Prerequisites: ACC 120
Corequisites: None
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on 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 pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

ACC 131 Federal Income Taxes 2 2 0 3
Prerequisites: None
Corequisites: None
This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

ACC 150 Acct Software Appl 1 2 0 2
Prerequisites ACC 115 or ACC 120
Corequisites: None
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).*

AGR-AGRICULTURE

AGR 120 Pesticide Use & Handling 1 2 0 2
Prerequisites: None
Corequisites: None
This course provides a basic understanding of pesticides. Topics include safety, regulations, and the use of pesticides. Upon completion, students should be able to demonstrate the safe use and handling of pesticides.

AGR 140 Agricultural Chemicals 2 2 0 3
Preprerequisites: None
Corequisites: None
This course covers all aspects of agricultural chemicals. Topics include safety, environmental effects, federal and state laws, pesticide classification, sprayer calibration, and licensing. Upon completion, students should be able to calibrate a sprayer, give proper pesticide recommendations, and demonstrate safe handling of pesticides.

AGR 170	Soil Science	2	2	0	3
Prerequisites: None					
Corequisites: None					
This course covers the basic principles of soil fertilizing. Topics include liming, fertilization, management, and plant nutrients. Upon completion, students should be able to give nutrient and liming recommendations for soils.					
AGR 210	Agricultural Accounting	1	4	0	3
Prerequisites: None					
Corequisites: None					
This course covers the basic principles and practices of accounting and bookkeeping as they relate to the agricultural industry. Topics include general accounting terminology, data entry practices, and analysis of records for tax purposes. Upon completion, students should be able to complete a basic record book and analyze records for tax purposes.					
AGR 212	Farm Business Management	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course introduces budgeting farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget.					
AGR 213	Ag Law & Finance	3	0	0	3
Prerequisites: None					
Corequisites: None					
This course covers the basic laws and financial aspects affecting agriculture. Topics include environmental laws, labor laws, contractual business operations, assets, liabilities, net worth, and funding sources. Upon completion, students should be able to complete loan application procedures and explain basic laws affecting the agricultural industry.					
AGR 214	Agricultural Marketing	3	0	0	3
Prerequisites: None					
Corequisites: None					
This covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product.					
AGR 262	Weed ID & Control	2	3	0	3
Prerequisites: None					
Corequisites: None					
This course introduces the annual and perennial weeds of economic importance in the Southeast. Topics include the life cycles, flowering habits, identification, and control of various weeds in the Southeast. Upon completion, students should be able					

to identify selected weeds and recommend methods of control.

AHR-AIR CONDITIONING, HEATING, AND REFRIGERATION

AHR 111 HVACR Electricity 2 2 0 3

Prerequisites : None

Corequisites : None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

AHR 120 HVACR Maintenance 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

AHR 130 HVAC Controls 2 2 0 3

Prerequisites: AHR 111 or ELC 111

Corequisites: None

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

ANIMAL SCIENCE

ANS 110 Animal Science 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, and marketing. Upon completion students should be able to demonstrate a basic understanding of livestock production practices and economic impact of livestock in North Carolina.

ANS 150 Animal Health Management 3 0 0 3

Prerequisites : None

Corequisites : None

This course introduces animal diseases and health management. Topics include identification, prevention, control, and treatment of diseases. Upon completion, students should be able to recognize disease symptoms, recommend treatments, identify preventive steps, and develop biosecurity procedures.

ANT-ANTHROPOLOGY

ANT 210 General Anthropology 3 0 0 3

Prerequisites: None

Corequisites: None

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 requirement in social/behavioral sciences. This course is available through the Virtual Learning Community (VLC).*

ANT 220 Cultural Anthropology 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

ANT 221 Comparative Cultures 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

ART

ART 111 Art Appreciation 3 0 0 3

Prerequisites: None

Corequisites: None

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).*

- ART 113 Art Methods and Materials** 2 2 0 3
 Prerequisites: None
 Corequisites: None
 This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- ART 114 Art History Survey I** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 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. This course is also available through the Virtual Learning Community (VLC).*
- ART 115 Art History Survey II** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 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. This course is also available through the Virtual Learning Community (VLC).*
- ART 130 Basic Drawing** 0 4 0 2
 Prerequisites: None
 Corequisites: None
 This course introduces basic drawing techniques and is designed to increase observation skills. Emphasis is placed on the fundamentals of drawing. Upon completion, students should be able to demonstrate various methods and their application to representational imagery. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- ART 240 Painting I** 0 6 0 3
 Prerequisites: None
 Corequisites: None
 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 transferability as a premajor and/or elective course requirement.

ART 240 Portrait Painting 0 6 0 6

Prerequisites: Art 240

Corequisites: None

This course Covers the portrait as subject matter by use of live models. Topics include composition, color mixing, and the history of portraiture. Upon completion, students should be able to demonstrate competence in the traditional approach to portrait painting. *This course has been approved to satisfy the Comprehensive Articulation Agreement transferability as a premajor and/or elective course requirement.*

ART 283 Ceramics I 0 6 0 3

Prerequisites: None

Corequisites: None

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 premajor and/or elective course requirement.*

ATR-AUTOMATION AND ROBOTICS

ATR 111 Automation Systems 2 3 0 3

Prerequisites: None

Corequisites: None

This course introduces automation in today's industrial environment and provides an overview of the many different elements which form an automation system. Topics include hydraulics/pneumatics, sensors/transducers, electronic motor controls, input/output interfaces between PLCs and sensors/transducers, and analysis of malfunctions based on measurements, physical symptoms, operating history, and observations. Upon completion, students should be able to understand the operation of various elements in an automation system.

BIO-BIOLOGY

BIO 110 Principles of Biology 3 3 0 4

Prerequisites: None

Corequisites: None

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related 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.*

BIO 111	General Biology I	3	3	0	4
Prerequisites: None					
Corequisites: None					
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. <i>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).</i>					
BIO 112	General Biology II	3	3	0	4
Prerequisites: BIO 111					
Corequisites: None					
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. <i>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).</i>					
BIO 120	Introductory Botany	3	3	0	4
Prerequisites: BIO 110 or BIO 111					
Corequisites: None					
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i>					
BIO 130	Introductory Zoology	3	3	0	4
Prerequisites: BIO 110 or BIO 111					
Corequisites: None					
This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.</i>					
BIO 150	Genetics in Human Affairs	3	0	0	3
Prerequisites: BIO 110 or BIO 111					

Corequisites: None

This course describes the importance of genetics in everyday life. Topics include the role of genetics in human development, birth defects, cancer and chemical exposure, and current issues including genetic engineering and fertilization methods. Upon completion, students should be able to understand the relationship of genetics to society today and its possible influence on our future. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

BIO 168 Anatomy and Physiology I 3 3 0 4

Prerequisites: None

Corequisites: None

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 premajor and/or elective course requirement.*

BIO 169 Anatomy and Physiology II 3 3 0 4

Prerequisites: BIO 168

Corequisites: None

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 premajor and/or elective course requirement.*

BIO 173 Microbes in World Affairs 3 0 0 3

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course provides an integrated and comprehensive study of the microbial world and its influence on global events and human affairs. Topics include plant and animal diseases caused by viral, bacterial, and fungal pathogens and their impacts on history, industrial microbiology, biotechnology, and microbial ecology. Upon completion, students should be able to demonstrate an understanding of the importance of microbes in human and world affairs. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 243 Marine Biology 3 3 0 4

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course covers the physical and biological components of the marine environment. Topics include major habitats, the diversity of organisms, their

biology and ecology, marine productivity, and the use of marine resources by humans. Upon completion, students should be able to identify various marine habitats and organisms and to demonstrate a knowledge of their biology and ecology. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability premajor and/or elective course requirement.*

BIO 275 Microbiology 3 3 0 4

Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168

Corequisites: None

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.*

BPR-BLUEPRINT READING

BPR 111 Blueprint Reading 1 2 0 2

Prerequisites: None

Corequisites: None

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. *This course is also available through Virtual Learning Community (VLC).*

BPR 130 Blueprint Reading/Const 1 2 0 2

Prerequisites: None

Corequisites: None

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

BUS-BUSINESS

BUS 110 Introduction to Business 3 0 0 3

Prerequisites: None

Corequisites: None

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 premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

- BUS 115 Business Law I** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 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 selected business decision-making situations. *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).*
- BUS 121 Business Math** 2 2 0 3
 Prerequisites: None
 Corequisites: None
 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. *This course is also available through the Virtual Learning Community (VLC).*
- BUS 135 Principles of Supervision** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the work place. *This course is also available through the Virtual Learning Community (VLC).*
- BUS 137 Principles of Management** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 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. *This course is also available through the Virtual Learning Community (VLC).*
- BUS 153 Human Resource Management** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 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 (LVC).*

BUS 225 Business Finance 2 2 0 3
 Prerequisites: ACC 120
 Corequisites: None
 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).

BUS 230 Small Business Management 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course introduces the challenges of entrepreneurship including the startup 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).*

BUS 260 Business Communication 3 0 0 3
 Prerequisites: ENG 111
 Corequisites: None
 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).*

CAR-CARPENTRY

CAR 110 Introduction to Carpentry 2 0 0 2
 Prerequisites: None
 Corequisites: None
 This course introduces the student to the carpentry trade. Topics include duties of a carpenter, hand and power tools, building materials, construction methods, and safety. Upon completion, students should be able to identify hand and power tools, common building materials, and basic construction methods.

CAR 111 Carpentry I 3 15 0 8
 Prerequisites: None
 Corequisites: None
 This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision.

CAR 112 Carpentry II 3 15 0 8
 Prerequisites: CAR 111

Corequisites: None

This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exterior finishes to a residential building with supervision.

CAR 113 Carpentry III 3 9 0 6

Prerequisites: CAR 111

Corequisites: None

This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision.

CAR 114 Residential Bldg Codes 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers building codes and the requirements of state and local construction regulations. Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures. Upon completion, students should be able to determine if a structure is in compliance with North Carolina building codes.

CAR 115 Res Planning/Estimating 3 0 0 3

Prerequisites: BPR 130

Corequisites: None

This course covers project planning, management, and estimating for residential or light commercial buildings. Topics include planning and scheduling, interpretation of working drawings and specifications, estimating practices, and other related topics. Upon completion, students should be able to perform quantity take-offs and cost estimates.

CHM-CHEMISTRY

CHM 090 Chemistry Concepts 4 0 0 4

Prerequisites: None

Corequisites: None

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.

CHM 131 Introduction to Chemistry 3 0 0 3

Prerequisites: RED 090

Corequisites: None

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).*

CHM 131A Intro to Chemistry Lab 0 3 0 1

Prerequisites: None

Corequisites: 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.*

CHM 132 Organic and Biochemistry 3 3 0 4

Prerequisites: CHM 131 and CHM 131A or CHM 151

Corequisites: None

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).*

CHM 151 General Chemistry I 3 3 0 4

Prerequisites: None

Corequisites: None

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.*

CHM 152 General Chemistry II 3 3 0 4

Prerequisites: CHM 151

Corequisites: None

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.*

CHM 251 Organic Chemistry I 3 3 0 4

Prerequisites: CHM 152

Corequisites: None

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 for transferability as a premajor and/or elective course requirement.*

CHM 252 Organic Chemistry II 3 3 0 4

Prerequisites: CHM 251

Corequisites: None

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 premajor and/or elective course requirement.*

CIS-COMPUTER INFORMATION SYSTEMS

CIS 070 Fundamentals of Computing 0 2 0 1

Prerequisites: None

Corequisites: None

This course covers fundamental functions and operations of the computer. Topics include identification of components, overview of operating systems, and other basic computer operations. Upon completion, Students should be able to operate computers, access files, print documents and perform basic applications operations.

CIS 110 Introduction to Computers 2 2 0 3

Prerequisites: None

Corequisites: None

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). . This course is also available through the Virtual Learning Community (VLC).*

CIS 113 Computer Basics 0 2 0 1

Prerequisites: None

Corequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

CIS 115 Intro to Prog & Logic 2 3 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161 , MAT 171, OR MAT 175

Corequisites: None

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). This course is also available through the Virtual Learning Community (VLC).*

CJC-CRIMINAL JUSTICE

CJC 100 Basic Law Enforcement Trn 9 30 0 19

Prerequisites: None

Corequisites: None

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. *This is a certificate-level course.*

CJC 111 Intro to Criminal Justice 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *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).

CJC 112 Criminology 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. *This course is also available through the Virtual Learning Community (VLC).*

CJC 113 Juvenile Justice 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. *This course is also available through the Virtual Learning Community (VLC).*

CJC 121 Law Enforcement Operations 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *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).*

CJC 131 Criminal Law 3 0 0 3

Prerequisites: None

Corequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

CJC 132 Court Procedure & Evidence 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. *This course is also available through the Virtual Learning Community (VLC).*

CJC 141 Corrections 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *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).*

CJC 151 Intro to Loss Prevention 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.

CJC 160 Terrorism: Underlying Issues 3 0 0 3

Prerequisites: None

Corequisites: None

This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction, chemical, biological, and nuclear terrorism; and planning consideration involving threat assessments. Upon completion, the student should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents.

CJC 170 Critical Incident Management for Public Safety 3 0 0 3

Prerequisites: None

Corequisites: None

This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work

place violence. Upon completion, the student should be able to identify and discuss managerial techniques, legal issues, and response procedures to critical incidents.

CJC 212 Ethics & Comm Relations 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. *This course is also available through the Virtual Learning Community (VLC).*

CJC 221 Investigative Principles 3 2 0 4

Prerequisites: None

Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. *This course is also available through the Virtual Learning Community (VLC).*

CJC 225 Crisis Intervention 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

CJC 231 Constitutional Law 3 0 0 3

Prerequisites: None

Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts. *This course is also available through the Virtual Learning Community (VLC).*

COE-COOPERATIVE EDUCATION

- COE 110 World of Work** 1 0 0 1
Prerequisites: None
Corequisites: None
This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.
- COE 111 Co-op Work Experience I** 0 0 10 1
Prerequisites: None
Corequisites: None
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. *This course is also available through the Virtual Learning Community (VLC).*
- COE 115 Work Exp Seminar I** 1 0 0 1
Prerequisites: None
Corequisites: COE 111, COE 112, COE 113 or COE 114
This course description may be written by the individual colleges.
- COE 121 Co-op Work Experience II** 0 0 10 1
Prerequisites: None
Corequisites: None
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.

COM-COMMUNICATIONS

- COM 110 Intro to Communication** 3 0 0 3
Prerequisites: None
Corequisites: None
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. *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).*

COM 231 Public Speaking **3 0 0 3**

Prerequisite: None

Corequisites: None

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. *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).*

COS-COSMETOLOGY

COS 111 Cosmetology Concepts I **4 0 0 4**

Prerequisites: None

Corequisites: 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.

COS 112 Salon I **0 24 0 8**

Prerequisites: None

Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II **4 0 0 4**

Prerequisites: None

Corequisites: 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.

COS 114 Salon II **0 24 0 8**

Prerequisites: None

Corequisites: 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, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

- COS 115 Cosmetology Concepts III** 4 0 0 4
 Prerequisites: None
 Corequisites: 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.
- COS 116 Salon III** 0 12 0 4
 Prerequisites: None
 Corequisites: 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, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.
- COS 117 Cosmetology Concepts IV** 2 0 0 2
 Prerequisites: None
 Corequisites: 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.
- COS 118 Salon IV** 0 21 0 7
 Prerequisites: None
 Corequisites: 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.
- COS 119 Esthetics Concepts I** 2 0 0 2
 Prerequisites: None
 Corequisites: None
 This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.

COS 120	Esthetics Concepts I	0	18	0	6
Prerequisites: None					
Corequisites: None					
This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.					
COS 121	Manicure/Nail Technology I	4	6	0	6
Prerequisites: None					
Corequisites: None					
This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.					
COS 125	Esthetics Concepts II	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, makeup, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.					
COS 126	Esthetics Salon II	0	18	0	6
Prerequisites: None					
Corequisites: None					
This course provides experience in a simulate esthetics setting. Topics include machine facials, aromatherapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians.					
COS 222	Manicure/Nail Technology II	4	6	0	6
Prerequisites: COS 121					
Corequisites: None					
This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.					
COS 223	Contemp Hair Coloring	1	3	0	2
Prerequisites: COS 111 and COS 112					
Corequisites: None					

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

COS 224 Tricology & Chemistry 1 3 0 2

Prerequisites: None

Corequisites: None

This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.

COS 225 Adv. Contemp Hair Coloring 1 3 0 2

Prerequisites: COS 223

Corequisites: None

This course covers advanced techniques in coloring applications and problem solving situations. Topics include removing unwanted color, replacing pigment and re-coloring, removing coating, covering gray and white hair, avoiding color fading, and poor tint results. Upon completion, students should be able to apply problem-solving techniques in hair coloring situations.

COS 240 Contemporary Design 1 3 0 2

Prerequisites: COS 111 and COS 112

Corequisites: None

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

COS 253 Esthetics Ins. Concepts I 6 15 0 11

Prerequisites: None

Corequisites: None

This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, student assessment in a laboratory setting. Upon completion, students should be able to demonstrate esthetic services and instruct and objectively assess student performance in a classroom setting.

COS 254 6 15 0 11

Prerequisites: None

Corequisites: None

This course covers advanced esthetic instructional concepts and skills. 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 demonstrate competencies in the areas covered by the Esthetics Instructor Licensing Examination and meet program requirements.

COS 271 Instructor Concepts I **5 0 0 5**
 Prerequisites: None
 Corequisites: 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 completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

COS 272 Instructor Practicum I **0 21 0 7**
 Prerequisites: None
 Corequisites: 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.

COS 273 Instructor Concepts II **5 0 0 5**
 Prerequisites: COS 271 and COS 272
 Corequisites: 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.

COS 274 Instructor Practicum II **0 21 0 7**
 Prerequisites: COS 271 and COS 272
 Corequisites: 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.*

CTS-COMPUTER INFORMATION TECHNOLOGY

CTS 115 Info Sys Business Concept **3 0 0 3**
 Prerequisites: None
 Corequisites: None
 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.

CTS 120 Hardware/Software Support 2 3 0 3

Prerequisites: CIS 110 or CIS 111

Corequisites: None

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.

CTS 130 Spreadsheet 2 2 0 3

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

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.

CTS 285 Systems Analysis & Design 3 0 0 3

Prerequisites: CIS 115

Corequisites: None

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.

CTS 289 System Support Project 1 4 0 3

Prerequisites: CTS 285

Corequisites: None

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.

DBA-DATABASE MANAGEMENT TECH

DBA 110 Database Concepts 2 3 0 3

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

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.

DBA 112 Database Utilization 2 2 0 3

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

This course introduces basic database functions and uses. Emphasis is placed on database manipulation with queries, reports, forms, and some table creation. Upon completion, students should be able to enter and manipulate data from the end user mode.

DBA 120 Database Programming I 2 2 0 3

Prerequisites: None

Corequisites: None

This course is designed to develop SQL, programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements, as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.

DRA-DRAMA

DRA 111 Theatre Appreciation 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

DRA 126 Storytelling 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the art of storytelling and the oral traditions of folk literature. Topics include the history of storytelling, its value and purpose, techniques of the storyteller, and methods of collecting verbal art. Upon completion, students should be able to present and discuss critically stories from the world's repertory of traditional lore. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

DRA 170 Play Production I 0 9 0 3

Prerequisites: None

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theater production. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

ECO-ECONOMICS

ECO 151 Survey of Economics 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.*

ECO 251 Prin of Microeconomics 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *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).*

ECO 252 Prin of Macroeconomics 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *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).*

EDU-EDUCATION

EDU 118 Teach Assoc Princ & Prac 3 0 0 3
Prerequisites: Take one set
Set 1: ENG 080, RED 080
Set 2: ENG 085
Corequisites: None
This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting

professional role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

EDU 119 Intro to Early Child Educ 4 0 0 4

Prerequisites: None

Corequisites: None

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 responsive to the needs of children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *This course is also available through the Virtual Learning Community (VLC).*

EDU 131 Child, Family, & Commun 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. *This course is also available through the Virtual Learning Community (VLC).*

EDU 144 Child Development I 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course includes the theories of child development needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *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).*

EDU 145 Child Development II 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course includes the theories of child development, needs, milestones, and factors that influence development from pre-school through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. . *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).*

EDU 146 Child Guidance 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. . *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).*

EDU 151 Creative Activities 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

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, and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. *This course is also available through the Virtual Learning Community (VLC).*

EDU 151A Creative Activities Lab 0 2 0 1

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: EDU 151

This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

EDU 153 Health, Safety, & Nutrit 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course covers 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, safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

EDU 161 Intro to Exceptional Chil 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course covers children with exceptionalities as life long learners within the context of the community, school and family. Emphasis is placed on inclusion, legal, social/political, environmental, and cultural issues relating to the teaching of children with exceptionalities. Upon completion, students should be able to demonstrate knowledge of identification processes, inclusive techniques, and professional practices and attitudes.

EDU 163 Classroom Mgt & Instruct 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU 216 Foundations of Education 4 0 0 4

Prerequisites: Take one set

Set 1: ENG 090 and RED 090

Set 2: ENG 095

Corequisites: None

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, and experiences 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 premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

EDU 221 Children with Exceptional 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 144 EDU 145

Set 2: ENG 090, RED 090, PSY 244 PSY 245

Set 3: ENG 095, EDU 144 EDU 145

Set 4: ENG 095, PSY 244 PSY 245

Corequisites: None

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a ;premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

EDU 234 Infants, Toddlers, & Twos 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 119

Set 2: ENG 095, EDU 119

Corequisites: None

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

EDU 235 School-Age Dev & Program 3 0 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five

to twelve and plan and implement developmentally-appropriate activities.

EDU 243 Learning Theory 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

EDU 244 Human Growth/Development 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.

EDU 245 Policies and Procedures 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

EDU 251 Exploration Activities 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

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.

EDU 251A Exploration Act Lab 0 2 0 1

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: EDU 251

This course provides a laboratory component to complement EDU 251. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate science, math, and social studies activities for children.

EDU 259 Curriculum Planning 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 119
Set 2: ENG 095, EDU 119

Corequisites: None

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU 261 Early Childhood Admin I 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: EDU 119

This course introduces the principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. *This course is also available through the Virtual Learning Community (BLC).*

EDU 262 Early Childhood Admin II 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 261
Set 2: ENG 095, EDU 261

Corequisites: EDU 119

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community

involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. *This course is also available through the Virtual Learning Community (VLC).*

EDU 271 Educational Technology 2 2 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

EDU 275 Effective Teach Train 2 0 0 2

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

EDU 280 Language & Literacy Exp. 3 0 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. *This course is also available through the Virtual Learning Community (VLC).*

EDU 281 Instruc Strat/Read & Writ 2 2 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches, and instructional strategies. Upon completion, students should be able to assess, plan, implement, and evaluate school-age literacy experiences as related to the North Carolina Standard Course of study. *This course is also available through the Virtual Learning Community (VLC).*

EDU 284 Early Child Capstone Prac 1 9 0 4

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 119, EDU 144,
EDU 145, EDU 146, EDU 151

Set2: ENG 090, RED 090, EDU 119, PSY 244,
PSY 245, EDU 146, EDU 151

Set 3: ENG 090, RED 090, EDU 119, PSY 245,
EDU 144, EDU 146, EDU 151

Set 4: ENG 090, RED 090, EDU 119, PSY 244,
EDU 145, EDU 146, EDU 151

Set 5: ENG 095, EDU 119, EDU 144, EDU 145,
EDU 146, EDU 151

Set 6: ENG 095, EDU 119, PSY 244, PSY 245,
EDU 146, EDU 151

Set 7: ENG 095, EDU 119, EDU 144, PSY 245,
EDU 146, EDU 151

Set 8: ENG 095, EDU 119, EDU 145, PSY 244,
EDU 146, EDU 151

Corequisites: None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 285 Internship Exp-School Age 1 9 0 4

Prerequisites: Take one set

Set 1:ENG 090, RED, 090, EDU, 144, EDU 145,
EDU 118, EDU 163

Set 2:ENG 090, RED 090, PSY 244, PSY 245,
EDU 118, EDU 163

Set 3:ENG 090, RED 090, PSY 244, EDU 145,
EDU 118, EDU 163

Set 4:ENG 090, RED 090, EDU 144, PSY 245,
EDU 118, EDU 163

Set 5:ENG 090, RED 090, PSY 244, PSY 245,
EDU 216, EDU 163

- Set 6:ENG 090, RED 090, EDU 144, EDU 145,
EDU 216, EDU 163
- Set 7:ENG 090, RED 090, EDU 144, PSY 245,
EDU 216 EDU 163
- Set 8:ENG 090, RED 090, PSY 244
EDU 216, EDU 163
- Set 9:ENG 095, PSY 244, PSY 245,
EDU 118, EDU 163
- Set 10:ENG 095, EDU 144, EDU 145
EDU 118, EDU 163
- Set 11:ENG 095, EDU 144, PSY 245,
EDU 118, EDU 163
- Set 12:ENG 095, PSY 244, EDU 145,
EDU 118, EDU 163
- Set 13:ENG 095, PSY 244, PSY 245,
EDU 216, EDU 163
- Set 14:ENG 095, EDU 144, EDU 145,
EDU 216, EDU 163
- Set 15:ENG 095, EDU 144, PSY 245,
EDU 216, EDU 163
- Set 16:ENG 095, PSY 244, EDU 145,
EDU 216, EDU 163

Corequisites: None

This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 289 Adv Issues/School Age **2 0 0 2**

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

ELC-ELECTRICITY

ELC 112 DC/AC Electricity **3 6 0 5**

Prerequisites: None
Corequisites: None

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, troubleshoot and repair DC/AC circuits.

ELC 113 Basic Wiring I 2 6 0 4

Prerequisites: None

Corequisites: None

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.

ELC 114 Basic Wiring II 2 6 0 4

Prerequisites: None

Corequisites: None

This course provides 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.

ELC 115 Industrial Wiring 2 6 0 4

Prerequisites: None

Corequisites: None

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.

ELC 117 Motors and Controls 2 6 0 4

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 128 Intro to PLC 2 3 0 3

Prerequisites: None

Corequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

ELC 228 PLC Applications 2 6 0 4
 Prerequisites: None
 Corequisites: None
 This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

ELC 229 Applications Project 1 3 0 2
 Prerequisites: None
 Corequisites: None
 This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELN-ELECTRONICS

ELN 131 Semiconductor Applications 3 3 0 4
 Prerequisites: None
 Corequisites: None
 This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.

ELN 133 Digital Electronics 3 3 0 4
 Prerequisites: None
 Corequisites: None
 This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/DA converters, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. *This course is also available through the Virtual Learning Community (VLC).*

ELN 232 Intro to Microprocessors 3 3 0 4
 Prerequisites: None
 Corequisites: None
 This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, 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.

ELN 246 Cert Elect Tech Prep 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers electronic principles, theories, and concepts. Emphasis is placed on those items covered in the Certified Electronic Technician examination. Upon completion, students should be able to demonstrate competence in electronics and be prepared for the Certified Electronic Technician examination.

ENG-ENGLISH

ENG 070 Basic Language Skills 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of standard written English. Emphasis is placed on effective word choice, recognition of sentences and sentence parts, and basic usage. Upon completion, students should be able to generate sentences that clearly express ideas. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 075 Reading & Language Essent 5 0 0 5

Prerequisites: None

Corequisites: None

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. *This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 080 Writing Foundations 3 2 0 4

Prerequisites: ENG 070 or ENG 075

Corequisites: None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 085 Reading & Writing Found 5 0 0 5

Prerequisites: ENG 070 and RED 070 or ENG 075

Corequisites: None

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. *This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for Eng 111 or Eng 111A.*

ENG 090 Composition Strategies 3 0 0 3

Prerequisites: ENG 080 or ENG 085

Corequisites: None

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. *This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.*

ENG 101 Applied Communications I 3 0 0 3

Prerequisites: None

Corequisites: None

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. *This is a diploma-level course.*

ENG 102 Applied Communications II 3 0 0 3

Prerequisites: None

Corequisites: None

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. *This is a diploma-level course.*

ENG 111 Expository Writing 3 0 0 3

Prerequisites: ENG 090 and RED 090; or ENG 095

Corequisites: None

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 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).*

ENG 112 Argument-Based Research 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

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 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).

ENG 114 Prof Research & Reporting 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

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. This course is also available through the Virtual Learning Community (VLC).*

ENG 115 Oral Communication 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

ENG 125 Creative Writing I 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

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 premajor and/or elective course requirement.*

ENG 126 Creative Writing II 3 0 0 3

Prerequisites: ENG 125

Corequisites: None

This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

ENG 131 Intro to Literature 3 0 0 3

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *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).*

ENG 231 American Literature I 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

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. This course is also available through the Virtual Learning Community (VLC).*

ENG 232 American Literature II 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

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. This course is also available through the Virtual Learning Community (VLC).*

ENG 233 Major American Writers 3 0 0 3

Prerequisites: ENG 112, 113, or ENG 114

Corequisites: None

This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 241 British Literature I 3 0 0 3

Prerequisites: ENG 112, 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. 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. This course is also available through the Virtual Learning*

Community (VLC).

ENG 242 British Literature II 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from the Romantic Period 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. This course is also available through the Virtual Learning Community (VLC).*

ENG 253 The Bible as Literature 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces the Hebrew Old Testament and the Christian New Testament as works of literary art. Emphasis is placed on the Bible's literary aspects including history, composition, structure, and cultural contexts. Upon completion, students should be able to identify and analyze selected books and passages using appropriate literary conventions. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

ENG 261 World Literature I 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. 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 selected works. *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).*

ENG 262 World Literature II 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century 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 selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 271 Contemporary Literature 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course includes a study of contemporary literature. Emphasis is placed on literary and cultural trends of selected texts. Upon completion, students should be able to interpret, analyze, and respond to the literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

ENG 272 Southern Literature 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze and discuss selected works. *This course has been approved to satisfy the Comprehensive Articulation agreement for transferability as a premajor and/or elective course requirement.*

ENG 273 African-American Literature 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students 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 premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

ENG 274 Literature by Women 3 0 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

ENV-ENVIRONMENTAL SCIENCE

ENV 110 Environmental Science 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the environmental problems facing society today. Topics include population, natural resources, air and water pollution, and waste disposal problems. Upon completion, students should be able to demonstrate insight into the role the individual plays in shaping the environment.

FRE-FRENCH

FRE 111 Elementary French 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 112 Elementary French II 3 0 0 3

Prerequisites: FRE 111

Corequisites: None

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

GEL-GEOLOGY

GEL 111 Introductory Geology 3 2 0 4

Prerequisites: None

Corequisites: None

This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

GEL 120 Physical Geology 3 2 0 4

Prerequisites: None

Corequisites: None

This course provides a study of the structure and composition of the earth's crust. Emphasis is placed on weathering, erosional and depositional processes, mountain building forces, rocks and minerals, and structural changes. Upon completion, students should be able to explain the structure, composition, and formation of the earth's crust. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

GEO-GEOGRAPHY

GEO 111 World Regional Geography 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. *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).*

GEO 112 Cultural Geography 3 0 0 3

Prerequisites: None

Corequisites: None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

GEO 121 North Carolina Geography 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a survey of the physical and cultural landscapes of North Carolina. Topics include physical characteristics of North Carolina, settlement patterns, resource use, and cultural variations. Upon completion, students should be able to demonstrate knowledge of the distinct physical and cultural features of North Carolina. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

GEO 130 General Physical Geography 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces both the basic physical components that help shape the earth and the study of minerals, rocks, and evolution of landforms. Emphasis is placed on the geographic grid, cartography, weather, climate, mineral composition, fluvial processes, and erosion and deposition. Upon completion, students should be able to identify these components and processes and explain how they interact. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HEA-HEALTH

HEA 112 First Aid & CPR 1 2 0 2

Prerequisite: None

Corequisites: None

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 premajor and/or elective course requirement.*

HIS-HISTORY

HIS 111 World Civilizations I 3 0 0 3

Prerequisites: None

Corequisites: None

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 analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 112 World Civilizations II 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 115 Intro to Global History 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the study of global history. Emphasis is placed on topics such as colonialism, industrialism, and nationalism. Upon completion, students should be able to analyze significant global historical issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 116 Current World Problems 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers current world events from a historical perspective. Topics include regional problems, as well as international concerns. Upon completion, students should be able to analyze significant current world problems from a historical perspective. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 121 Western Civilization I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages

and the emergence of national monarchies in Western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. *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).*

HIS 122 Western Civilization II 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. *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).*

HIS 131 American History I 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *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).*

HIS 132 American History II 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American Wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. *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).*

HIS 145 The Second World War 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the period of the Second World War from 1919 to 1945. Topics include the Treaty of Versailles, the rise of totalitarian regimes, the origins of the war, the major military campaigns in Europe and the Pacific, and the aftermath. Upon completion, students should be able to analyze significant political, military,

socioeconomic, and cultural developments that influenced the Second World War. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a '... premajor' and/or elective course requirement.*

HIS 161 Science and Technology 3 0 0 3

Prerequisites: None

Corequisites: None

This course examines the history of science and technology from pre-history to the present. Topics include the origins, impact, and consequences of scientific and technological developments. Upon completion, students should be able to analyze significant developments in the history of science and technology. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 167 The Vietnam War 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the American political and military involvement in Vietnam from 1944 to 1975. Topics include the French colonial policy, Vietnamese nationalism, the war with France, American involvement, and resolution of the conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments that influenced the Vietnam War. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

His 211 Ancient History 3 0 0 3

Prerequisites: None

Corequisites: None

This course traces the development of the cultural, intellectual, and political foundations of western civilization. Topics include the civilizations of the Near East, the classical Greek and Hellenistic eras, the Roman world, Judaism, and Christianity. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the ancient world. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 221 African-American History 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

- HIS 226 The Civil War** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political socioeconomic and cultural developments in the United States during the era of the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- HIS 227 Native American History** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course surveys the history and cultures of Native Americans from pre-history to the present. Topics include Native American civilizations, relations with Europeans, and the continuing evolution of Native American cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments among Native Americans. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- HIS 228 History of the South** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the 19th and 20th centuries. Upon completion, students should be able to identify and analyze the major cultural, social economic, and political developments in the South. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- HIS 236 North Carolina History** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HOR-HORTICULTURE

- HOR 164 Hort Pest Management** 2 2 0 3
 Prerequisites: None

Corequisites: None

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.

HOR 166 Soils & Fertilizers 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media.

HUM-HUMANITIES

HUM 115 Critical Thinking 3 0 0 3

Prerequisites: ENG 095 or RED 090 and ENG 090

Corequisites: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs. This course is also available through the Virtual Learning Community (VLC).*

HUM 120 Cultural Studies 3 0 0 3

Prerequisites: None

Corequisites: None

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 requirement in humanities/fine arts.*

HUM 121 The Nature of America 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 122 Southern Culture 3 0 0 3
 Prerequisites: None
 Corequisites: None
 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. *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).*

HUM 123 Appalachian Culture 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course provides an interdisciplinary study of the unique features of Appalachian culture. Topics include historical, political, sociological, psychological, and artistic features which distinguish this region. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of Appalachian culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HUM 130 Myth in Human Culture 3 0 0 3
 Prerequisites: None
 Corequisites: None
 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 160 Introduction to Film 2 2 0 3
 Prerequisites: None
 Corequisites: None
 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. This course is also available through the Virtual Learning Community (VLC).*

HYD-HYDRAULICS

HYD 110 Hydraulics/Pneumatics I 2 3 0 3
 Prerequisites: None
 Corequisites: None
 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.

ISC-INDUSTRIAL SCIENCE

ISC 112 Industrial Safety 2 0 0 2

Prerequisites: None

Corequisites: None

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).*

ISC 132 Mfg Quality Control 2 3 0 3

Prerequisites: None

Corequisites: None

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.

ISC 133 Mfg Management Practices 2 0 0 2

Prerequisites: None

Corequisites: None

This course covers successful industrial organizations and management practices for improving quality and productivity. Topics include self-managed work teams, problem-solving skills, and production management techniques. Upon completion students should be able to demonstrate an understanding of day-to-day plant operations, team management processes, and the principles of group dynamics.

MAT-MATHEMATICS

MAT 050 Basic Math Skills 3 2 0 4

Prerequisites: None

Corequisites: None

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

MAT 060 Essential Mathematics 3 2 0 4

Prerequisites: MAT 050

Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon

completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070 Introductory Algebra 3 2 0 4

Prerequisites: MAT 060

Corequisites: RED 080 or ENG 085

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. *This course is also available through the Virtual Learning Community (VLC).*

MAT 080 Intermediate Algebra 3 2 0 4

Prerequisites: MAT 070

Corequisites: RED 080 or ENG 085

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 090 Accelerated Algebra 3 2 0 4

Prerequisites: MAT 060

Corequisites: RED 080 or ENG 085

This course covers algebraic concepts with emphasis on applications. Topics include those covered in MAT 070 and MAT 080. Upon completion, students should be able to apply algebraic concepts in problem solving using appropriate technology.

MAT 101 Applied Mathematics I 2 2 0 3

Prerequisites: MAT 060, MAT 070, MAT 080, MAT 090 or MAT 095

Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to 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 diploma programs.*

MAT 115 Mathematical Models 2 2 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095

MAT 120, MAT 121, MAT 161, MAT 171 or MAT 175

Corequisites: None

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, function notation, linear functions and their groups, 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).*

MAT 121 Algebra/Trigonometry I 2 2 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, or MAT 095

Corequisites: None

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.

MAT 140 Survey of Mathematics 3 0 0 3

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095,
MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175

Corequisites: None

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 141 Mathematical Concepts I 3 0 0 3

Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120,
MAT 121, MAT 161, MAT 171, or MAT 175

Corequisites: None

This course is the first of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 142 Mathematical Concepts II 3 0 0 3

Prerequisites: MAT 141

Corequisites: None

This course is the second of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on probability, statistics, functions, introductory geometry, and mathematics

of finance. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts and utilize technology as a mathematical tool. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in natural sciences/ mathematics.*

MAT 151 Statistics I **3 0 0 3**

Prerequisite: MAT 080, MAT 090, MAT 095, MAT 120,
MAT 121, MAT 140, MAT 161, MAT 171 or MAT 175

Corequisites: None

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 continuous 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).*

MAT 161 College Algebra **3 0 0 3**

Prerequisites: MAT 080, MAT 090 or MAT 095

Corequisites: None

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 set 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 sciences/mathematics for the Associate in Arts Degree. This course is also available through the Virtual Learning Community (VLC).*

MAT 162 College Trigonometry **3 0 0 3**

Prerequisites: MAT 161

Corequisites: None

This course provides an integrated technological approach to trigonometric applications used in problem solving. Emphasis is placed on applications involving trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for the Associate in Arts Degree.*

MAT 171 Precalculus Algebra **3 0 0 3**

Prerequisites: MAT 080, MAT 090, MAT 095, or MAT 161

Corequisites: None

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.*

MAT 172 Precalculus Trigonometry

3 0 0 3

Prerequisites: MAT 171

Corequisites: None

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, vectors, and polar coordinates.. 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 general education core requirement in natural sciences/mathematics.*

MAT 175 Precalculus

4 0 0 4

Prerequisites: None

Corequisites: None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. 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 general education core requirement in natural sciences/mathematics.*

MAT 271 Calculus I

3 2 0 4

Prerequisites: MAT 172 or MAT 175

Corequisites: None

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 transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.*

MAT 272 Calculus II

3 2 0 4

Prerequisites: MAT 271

Corequisites: None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series,

conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MKT-MARKETING AND RETAILING

MKT 120 Principles of Marketing **3 0 0 3**

Prerequisites: None

Corequisites: None

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).*

MKT 123 Fundamentals of Selling **3 0 0 3**

Prerequisites: None

Corequisites: None

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered. *This course is also available through the Virtual Learning Community (VLC).*

MNT-MAINTENANCE

MNT 110 Intro to Maint Procedures **1 3 0 2**

Prerequisites: None

Corequisites: None

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.

MNT 111 Maintenance Practices **2 2 0 3**

Prerequisites: None

Corequisites: None

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. *This course is also available through the Virtual Learning Community (VLC).*

MNT 150 Basic Building Maintenance **1 3 0 2**

Prerequisites: None

Corequisites: None

This course introduces the basic skills of building maintenance. Topics include basic carpentry and masonry skills including forming, framing, laying block to a line, repairing, and other related topics. Upon completion, students should be able to perform basic carpentry and masonry skills in a maintenance setting.

MNT 160 Industrial Fabrication 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers the necessary techniques to fabricate and assemble basic items common in industrial environments. Emphasis is placed on students being able to create basic items such as frames, guards, supports, and other components commonly used in industry. Upon completion, students should be able to safely fabricate and assemble selected items within specifications.

MNT 165 Mechanical Industrial Sys 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers mechanical components used in industrial machine operation. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment

MNT 220 Rigging & Moving 1 3 0 2

Prerequisites: None

Corequisites: None

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.

MNT 230 Pumps & Piping Systems 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

MNT 270 Bioprocess Equip Maint 1 3 0 2

Prerequisites: MNT 110

Corequisites: None

This course covers the equipment used in a bioprocess manufacturing facility and the techniques used to maintain and troubleshoot it. Topics include types of equipment, the role of equipment in the bioprocess manufacturing facility, troubleshooting bioprocess equipment, and the role of a bioprocess maintenance technician. Upon completion, students should be able to maintain and troubleshoot bioprocess equipment in a

biotechnology manufacturing facility using work techniques appropriate for the biotechnology industry.

MNT 280 Bioprocess Operating Sys 1 3 0 2

Prerequisites: ELC 128

Corequisites: None

This course covers the specific SCADA (Supervisory Control and Data Acquisition) software used to operate bioprocess equipment in a modern biotechnology manufacturing facility. Topics include the operation, configuration, applications, and problem solving of standard bioprocess control software. Upon completion, students should be able to safely utilize bioprocess control software when required in the maintenance and operation of bioprocess equipment.

MUS-MUSIC

MUS 110 Music Appreciation 3 0 0 3

Prerequisites: None

Corequisites: None

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).*

MUS 112 Introduction to Jazz 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

MUS 113 American Music 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

MUS 210 History of Rock Music 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

MUS 211 History of Country Music 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

MUS 265 Piano Pedagogy 0 2 0 1

Prerequisites: None

Corequisites: None

This course introduces the basic methods and materials of piano instruction. Emphasis is placed on basic teaching techniques and piano literature appropriate for various skill levels. Upon completion, students should be able to identify and utilize appropriate teaching methods and materials for various levels of piano instruction. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

NAS~NURSING ASSISTANT

NAS 101 Nursing Assistant I 3 4 3 6

Prerequisites: None

Corequisites: None

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.*

NAS 102 Nursing Assistant II 3 2 6 6

Prerequisites: None

Corequisites: None

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.*

NAS 103	Home Health Care	2	0	0	2
Prerequisites: None					
Corequisites: None					
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. <i>This is a certificate-level course.</i>					
NAS 105	Life Span Changes	2	0	0	2
Prerequisites: None					
Corequisites: None					
This course covers growth and development in relation to the human body throughout the life span. Topics include restorative care, safety, nutrition, and the physical, mental, and social aspects of the aging process. Upon completion, students should be able to understand the changes that occur throughout the life span. <i>This is a certificate-level course.</i>					
NAS 106	Geriatrics	2	0	3	3
Prerequisites: None					
Corequisites: None					
This course is designed to cover health issues that affect the aging client. Emphasis is placed on social, physical, and psychological problems experienced by elderly people. Upon completion, students should be able to understand and provide care for the aging population. <i>This is a certificate-level course.</i>					

NET-NETWORKING TECHNOLOGY

NET 110	Networking Concepts	2	2	0	3
Prerequisites: None					
Corequisites: None					
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. <i>This course is also available through the Virtual Learning Community (VLC).</i>					

NOS-NETWORK OPERATING SYSTEMS

NOS 110	Operating System Concepts	2	3	0	3
Prerequisites: None					
Corequisites: None					
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed 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.					

NOS 130 Windows Single User 2 2 0 3
 Prerequisites: NOS 110 or CET 211
 Corequisites: None
 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.

NOS 230 Windows Admin I 2 2 0 3
 Prerequisites: NOS 130
 Corequisites: None
 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.

NUR~NURSING

NUR 101 Practical Nursing I 7 6 6 11
 Prerequisites: None
 Corequisites: None
 This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

NUR 102(AB and BB) Practical Nursing II 8 0 12 12
 Prerequisites: None
 Corequisites: None
 This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/ illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/ restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

NUR 103 Practical Nursing III 6 0 12 10
 Prerequisites: None
 Corequisites: None
 This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for

diverse clients throughout the life span. *This is a diploma-level course.*

NUR 111 Intro to Health Concepts 4 6 6 8

Prerequisites: None

Corequisites: None

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary terms, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113 Family Health Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114 Holistic Health Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 189 Nursing Transition 1 3 0 2

Prerequisites: Licensed Practical Nurse

Corequisites: None

This course is designed to assist the licensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical

assessment. Upon completion, students should be able to articulate into the ADN program at the level of the generic student.

NUR 210 Nursing IV 5 3 12 10

Prerequisites: NUR 130

Corequisites: None

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 of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health.

NUR 220 Nursing V 4 3 15 10

Prerequisites: NUR 210

Corequisites: None

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations.

OST~OFFICE SYSTEMS TECHNOLOGY

OST 080 Keyboarding Literacy 1 2 0 2

Prerequisites: None

Corequisites: None

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

OST 122 Office Computations 1 2 0 2

Prerequisites: None

Corequisites: None

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.

OST 131 Keyboarding 1 2 0 2

Prerequisites: None

Corequisites: None

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.

OST 132 Keyboard Skill Building 1 2 0 2

Prerequisites: None

Corequisites: None

This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

OST 134 Text Entry & Formatting 2 2 0 3

Prerequisites: None

Corequisites: None

This course is designed to provide 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 documents and key timed writings at speeds commensurate with employability. *This course is also available through the Virtual Learning Community (VLC).*

OST 135 Adv Text Entry & Format 3 2 0 4

Prerequisites: OST 134

Corequisites: None

This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.

OST 136 Word Processing 2 2 0 3

Prerequisites: None

Corequisites: None

This course is designed to introduce 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. *This course is also available through the Virtual Learning Community (VLC).*

OST 137 Office Software Appls 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students should be able to use software in a business environment.

OST 140 Internet Comm/Research 1 2 0 2

Prerequisites: None

Corequisites: None

This course provides a working knowledge of Internet usage and research for the modern office. Emphasis is placed on using search engines, email, Web sites, Web servers, communication services, and e-business to obtain information vital to the current office environment. Upon completion, students should be able to use the Internet to research any office topics required for employment.

OST 141 Med Terms I-Med Office 3 0 0 3

Prerequisites: None

Corequisites: None

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

OST 142 Med Terms II-Med Office 3 0 0 3

Prerequisites: OST 141

Corequisites: None

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

OST 148 Med Coding Billing & Insu 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. *This course is also available through the Virtual Learning Community (VLC).*

OST 149 Med Legal Issues 3 0 0 3

Prerequisites: None

Corequisites: None

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.

OST 153 Office Finance Solutions 1 2 0 2

Prerequisites: None

Corequisites: None

This course introduces basic bookkeeping concepts. Topics include entering data in accounts payable and receivable, keeping petty cash records, maintaining inventory, reconciling bank statements, running payroll, and generating simple financial reports. Upon completion, students should be able to demonstrate competence in the entry and manipulation of data to provide financial solutions for the office.

OST 164	Text Editing Applications	3	0	0	3
Prerequisites: None					
Corequisites: None					
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>					
OST 165	Adv Text Editing Apps	2	2	0	3
Prerequisites: OST 164					
Corequisites: None					
This course is designed to develop proficiency in advanced editing skills needed in the office environment. Emphasis is placed on the application of creating effective electronic office documents. Upon completion, students should be able to apply advanced editing skills to compose text.					
OST 184	Records Management	2	2	0	3
Prerequisites: None					
Corequisites: None					
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. <i>This course is also available through the Virtual Learning Community (VLC).</i>					
OST 201	Medical Transcription I	3	2	0	4
Prerequisites: OST 136					
Corequisites: MED 122 or OST 142; AND OST 164					
This course introduces dictating equipment and typical medical dictation. Emphasis is placed on efficient use of equipment, dictionaries, PDRs, and other reference materials. Upon completion, students should be able to efficiently operate dictating equipment and to accurately transcribe a variety of medical documents in a specified time. <i>This course is intended for diploma programs.</i>					
OST 202	Medical Transcription II	3	2	0	4
Prerequisites: OST 201					
Corequisites: None					
This course provides additional practice in transcribing documents from various medical specialties. Emphasis is placed on increasing transcription speed and accuracy and understanding medical procedures and terminology. Upon completion, students should be able to accurately transcribe a variety of medical documents in a specified time. <i>This course is intended for diploma programs.</i>					
OST 203	Fund of Med Doc	3	0	0	3
Prerequisites: None					
Corequisites: MED 121 or OST 141					
This course covers the information and procedures necessary for producing acceptable medical documentation. Topics include digital dictation systems; workplace security systems; the access, retrieval, and transport of medical					

documents; and other transcribing techniques necessary for acceptable medical documentation. Upon completion, students should be able to process medical documents in a home-based or medical facility. *This course is intended for diploma programs.*

OST 223 Administrative Office Transcript I 2 2 0 3

Prerequisites: OST 164; and OST 134 or OST 136

Corequisites: None

This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.

OST 233 Office Publications Design 2 2 0 3

Prerequisites: OST 136

Corequisites: None

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

OST 236 Adv Word/Information Proc 2 2 0 3

Prerequisites: OST 136

Corequisites: None

This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents. *This course is also available through the Virtual Learning Community (VLC).*

OST 243 Med Office Simulation 2 2 0 3

Prerequisites: OST 148

Corequisites: None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST 247 Procedure Coding 1 2 0 2

Prerequisites: MED 121 or OST 141

Corequisites: None

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

OST 248 Diagnostic Coding 1 2 0 2

Prerequisites: MED 121 or OST 141

Corequisites: None

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

OST 281 Emerg Issues in Med Ofc 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a comprehensive discussion of topics familiar to the health care setting. Topics include emerging issues in the health care setting. Upon completion, students should be able to demonstrate an understanding of current medical office procedures and treatments.

OST 285 Adv Emerg Issu in Med Ofc 3 0 0 3

Prerequisites: OST 281

Corequisites: None

This course provides an advanced comprehensive discussion of topics familiar to the health care setting. Topics include advanced emerging issues in the health care setting. Upon completion, students should be able to demonstrate an understanding of advanced medical office procedures and treatments.

OST 286 Professional Development 3 0 0 3

Prerequisites: None

Corequisites: None

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.

OST 289 Administrative Office Mgt 2 2 0 3

Prerequisites: OST 164 and either OST 134 or 136

Corequisites: None

This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.. *This course is also available through the Virtual Learning Community (VLC).*

PED~PHYSICAL EDUCATION

PED 110 Fit and Well for Life 1 2 0 2

Prerequisites: None

Corequisites: None

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 premajor and/or elective course requirement.*

PED 111 Physical Fitness I 0 3 0 1

Prerequisites: None

Corequisites: None

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 premajor and/or elective course requirement.*

PED 112 Physical Fitness II 0 3 0 1

Prerequisites: PED 111

Corequisites: None

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 premajor and/or elective course requirement.*

PED 125 Self-Defense: Beginning 0 2 0 1

Prerequisites: None

Corequisites: None

This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 128 Golf-Beginning

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 Agreement for transferability as a; premajor and/or elective course requirement.*

PHI-PHILOSOPHY

PHI 210 History of Philosophy 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

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.*

PHI 215 Philosophical Issues 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

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.*

PHI 240 Introduction to Ethics 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

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).*

PHS-PHYSICAL SCIENCE

PHS 110 Survey of Phys Science 3 2 0 4

Prerequisites: None

Corequisites: None

This course introduces the physical environment with emphasis on the laws and physical concepts that impact the world and universe. Topics include astronomy, geology, meteorology, general chemistry, and general physics. Upon completion, students should be able to describe the forces and composition of the earth and universe. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PHY-PHYSICS

PHY 121 Applied Physics I 3 2 0 4

Prerequisites: None

Corequisites: None

This algebra-based course introduces fundamental physical concepts as applied to industrial and service technology fields. Topics include systems of units, problem-solving methods, graphical analyses, 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 in industrial and service fields.

PHY 151 College Physics I 3 2 0 4

Prerequisites: MAT 161, MAT 171, or MAT 175

Corequisites: None

This course uses algebra and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, 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.*

PHY 152 College Physics II 3 2 0 4

Prerequisites: PHY 151

Corequisites: None

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.*

PLU-PLUMBING

PLU 111 Intro to Basic Plumbing 1 3 0 2

Prerequisites: None

Corequisites: None

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.

PLU 130 Plumbing Systems 3 9 0 6

Prerequisites: None

Corequisites: None

This course covers the maintenance and repair of plumbing lines and fixtures. Emphasis is placed on identifying and diagnosing problems related to water, drain and vent lines, water heaters, and plumbing fixtures. Upon completion, students should be able to identify and diagnose needed repairs to the plumbing system.

POL-POLITICAL SCIENCE

POL 110 Intro Political Science 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces basic political concepts used by governments and addresses a

wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 120 American Government 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *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).*

POL 130 State & Local Government 3 0 0 3

Prerequisites: None

Corequisites: None

This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

POL 210 Comparative Government 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 220 International Relations 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a study of the effects of ideologies, trade, armaments, and

alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY-PSYCHOLOGY

PSY 102 Human Relations 2 0 0 2

Prerequisites: None

Corequisites: None

This course covers the skills necessary to handle human relationships effectively. Topics include self-understanding, interpersonal communication, group dynamics, leadership skills, diversity, time and stress management, and conflict resolution with emphasis on work relationships. Upon completion, students should be able to demonstrate improved personal and interpersonal effectiveness. *This course is intended for diploma programs.*

PSY 110 Life Span Development 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides an introduction to the study of human growth and development. Emphasis is placed on 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 and apply this knowledge to their specific field of study. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PSY 118 Interpersonal Psychology 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology 3 0 0 3

Prerequisites: None

Corequisites: None

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. This course is also available through the Virtual Learning Community (VLC).

PSY 183 Psychology of Addiction 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers historical and theoretical perspectives on addictive behavior and the genetic, familial, and sociocultural influences on addiction. Topics include addictions to eating, gambling, alcohol, drugs, relationships, work, and sex. Upon completion, students should be able to demonstrate a knowledge of the theories of addiction and the factors underlying addictive behaviors. . *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PSY 231 Forensic Psychology 3 0 0 3

Prerequisites: PSY 150

Corequisites: None

This course introduces students to concepts which unite psychology and the legal system. Topics include defining competency, insanity, involuntary commitment as well as introducing forensic assessment techniques, such as interviewing process, specialized assessments, and collecting collateral information. Upon completion, students should be able to demonstrate knowledge in areas of forensic psychology: risk assessment, criminal competencies, insanity, psychopathology, and mentally disordered offenders. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PSY 237 Social Psychology 3 0 0 3

Prerequisites: PSY 150 or SOC 210

Corequisites: None

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.*

PSY 241 Developmental Psychology 3 0 0 3

Prerequisites: PSY 150

Corequisites: None

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. This course is also available through the Virtual Learning Community (VLC).*

- PSY 243 Child Psychology** 3 0 0 3
 Prerequisites: PSY 150
 Corequisites: None
 This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- PSY 244 Child Development I** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course provides an introduction to the study of child development and examines the growth and development of children from conception through early childhood. Topics include historical and theoretical perspectives, terminology, research and observation techniques as well as physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of the early stages of child development.
- PSY 245 Child Development II** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course examines the growth and development of children during early and middle childhood. Emphasis is placed on factors influencing physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of early and middle child development.
- PSY 246 Adolescent Psychology** 3 0 0 3
 Prerequisites: PSY 150
 Corequisites: None
 This course provides an overview of the behavior patterns, life changes, and social issues that accompany the developmental stage of adolescence. Topics include developmental theories; physical, cognitive and psychosocial growth; transitions to young adulthood; and socio-cultural factors that influence adolescent roles in home, school and community. Upon completion, students should be able to identify typical and a typical adolescent behavior patterns as well as appropriate strategies for interacting with adolescents. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement*
- PSY 249 Psychology of Aging** 3 0 0 3
 Prerequisites: PSY 150
 Corequisites: None
 This course covers the particular needs and behaviors of the maturing adult. Emphasis is placed on psychosocial processes; biological and intellectual aspects of aging; adjustments to retirement, dying, bereavement; and the stereotypes and

misconceptions concerning the elderly. Upon completion, students should be able to show an understanding of the psychological factors related to the aging process. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PSY 263 Educational Psychology 3 0 0 3

Prerequisites: PSY 150

Corequisites: None

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PSY 259 Human Sexuality 3 0 0 3

Prerequisites: PSY 150

Corequisites: None

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PSY 281 Abnormal Psychology 3 0 0 3

Prerequisites: PSY 150

Corequisites: None

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).*

RED-READING

RED 080 Intro to College Reading 3 2 0 4

Prerequisites: RED 070 or ENG 075

Corequisites: None

This course introduces effective reading and inferential thinking skills in preparation

for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 090 Improved College Reading 3 2 0 4

Prerequisites: RED 080 or ENG 085

Corequisites: None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.*

REL-RELIGION

REL 110 World Religions 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *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).*

REL 111 Eastern Religions 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 211 Intro to Old Testament 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

REL 212 Intro to New Testament 3 0 0 3

Prerequisites: None

Corequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 221 Religion in America 3 0 0 3

Prerequisites: None

Corequisites: None

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.*

SEC-INFORMATION SYSTEMS SECURITY

SEC 110 Security Concepts 3 0 0 3

Prerequisites: None

Corequisites: None

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.

SOC-SOCIOLOGY

SOC 210 Introduction to Sociology 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *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).*

SOC 213 Sociology of the Family 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *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).*

SOC 220 Social Problems 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *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.*

SOC 230 Race and Ethnic Relations 3 0 0 3

Prerequisites: None

Corequisites: None

This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 232 Social Context of Aging 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

SOC 244 Soc of Death & Dying 3 0 0 3

Prerequisites: None

Corequisites: None

This course presents sociological perspectives on death and dying. Emphasis is placed on analyzing the different death rates among various groups, races, and societies, as well as various types of death. Upon completion, students should be able to discuss the rituals of death, both cultural and religious, and examine current issues relating to death and dying. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

SOC 254 Rural and Urban Sociology 3 0 0 3

Prerequisites: None

Corequisites: None

This course applies sociological concepts to a comparative study of major social issues facing contemporary rural and urban America. Emphasis is placed on growth and development patterns, ecological factors, social organizations, social controls, and processes of change. Upon completion, students should be able to illustrate the differences and similarities that exist between urban and rural environments as they resolve contemporary issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

SPA-SPANISH

SPA 111 Elementary Spanish I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. 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 general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

SPA 112 Elementary Spanish II 3 0 0 3

Prerequisites: SPA 111

Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 120 Spanish for the Workplace 3 0 0 3

Prerequisites: None

Corequisites: None

This course offers applied Spanish for the workplace to facilitate basic

communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

SWK~SOCIAL WORK

SWK 110 Introduction to Social Work 3 0 0 3

Prerequisites: None

Corequisites: None

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

WEB - WEB TECHNOLOGIES

WEB 111 Intro to Web Graphics 2 2 0 3

Prerequisites: None

Corequisites: None

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.

WEB 182 PHP Programming 2 2 0 3

Prerequisites: CIS 115

Corequisites: None

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 website using the PHP scripting language.

WLD~WELDING

WLD 110 Cutting Processes 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 112 Basic Welding Processes 1 3 0 2

Prerequisites: None

Corequisites: None

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.

WLD 115 SMAW (Stick) Plate 2 9 0 5

Prerequisites: None

Corequisites: None

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.

WLD 116 SMAW (Stick) Plate/Pipe 1 9 0 4

Prerequisites: WLD 115

Corequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD 121 GMAW (MIG) FCAW/Plate 2 6 0 4

Prerequisites: None

Corequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 131 GTAW (TIG) Plate 2 6 0 4

Prerequisites: None

Corequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 132 GTAW (TIG) Plate/Pipe 1 6 0 3

Prerequisites: WLD 131

Corequisites: None

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed

electrodes and filler materials on various joint geometry.

WLD 141 Symbols & Specifications 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 143 Welding Metallurgy 1 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

WLD 145 Thermoplastic Welding 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces the thermoplastic welding processes and materials identification. Topics include filler material selection, identification, joint design, and equipment setup with emphasis on bead types and applications. Upon completion, students should be able to perform fillet and groove welds using thermoplastic materials.

WLD 151 Fabrication I 2 6 0 4

Prerequisites: None

Corequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

WLD 215 SMAW (Stick) Pipe 1 9 0 4

Prerequisites: WLD 115 or WLD 116

Corequisites: None

This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions.

WLD 231 GTAW (TIG) PIPE 1 6 0 3

Prerequisites: WLD 132

Corequisites: None

This course covers gas tungsten arc welding on pipe. Topics include joint

preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion, students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler materials in various pipe positions.

WLD 251 Fabrication II **1 6 0 3**

Prerequisites: WLD 151

Corequisites: None

This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings.

WLD 261 Certification Practices **1 3 0 2**

Prerequisites: WLD 115, WLD 121, and WLD 131

Corequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

WLD 262 Inspection & Testing **2 2 0 3**

Prerequisites: None

Corequisites: None

This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.

BCC East Arcadia Campus During Snow Storm



COLLEGE ORGANIZATION

BOARD OF TRUSTEES

Dennis Troy, Chair	Shirley Clark
Hayes Petteway, Vice Chair	Ricky Leinwand
William Findt, Secretary	Leon Martin
Mary Andrews	Charles Ray Peterson
Albert Beatty	Joan Washington
Pamela Benton	Cheryl White-Smith
Jane Cain	Gary Grady, Attorney

OFFICE OF THE PRESIDENT

William Findt, President
Karen Cecil, Administrative Assistant to the President
Stephen Prince, Director of Resource Development and Foundation

OFFICE OF THE VICE PRESIDENT FOR CONTINUING EDUCATION

Carolyn Walston, Vice President for Continuing Education
Sondra Guyton, Assistant Vice President/Director Allied Health
Mary Granger, Administrative Assistant to the Vice President for Continuing Education
Director of Basic Skills, Travis Locklear
Mary Cole, Basic Skills Instructor
Gale West, Assessment Retention Specialist
Director of Business/Industry, Lynn Welborn
Continuing Education Registrar, Hilda McDonald
Hattie Smith, Continuing Education System Technician
Director of Emergency Services, Timothy Tatum
Donald Bryan, EMT Instructor
JobLink Director, Katrina Harbison
Tramaine Council Orellana, WIA Program Specialist
Gloria Purdie, WIA Program Specialist
Director of Occupational Programs, J. Tim Nance

OFFICE OF THE VICE PRESIDENT FOR FINANCE

Jay Stanley, Vice President for Finance
Teresa Hester, Administrative Assistant to the Vice President for Finance

Bookstore Manager, Linda Dowless
Cassie Tyndall, Bookstore Assistant Manager
Catherine McLaney, Central Services Technician

Controller, Sharon Coe
Heather Garner, Accounting Specialist
Lucinda McKoy, Accounting Technician - Accounts Receivable
Lisa Neal, Staff Accountant
Bridgette Singletary, Cashier
Diane Vitale, Accounting Technician - Accounts Payable

Director of Facilities, Terry Nance
Geraldine Council, Custodian
Wayne Harden, Security Officer
Al Marshburn, Security Officer
Wayne Martin, Security Officer
Horace McLean, Maintenance Technician
Leroy Singletary, Maintenance Technician
Terry Tolar, Security Officer
Ray White, Custodian
Charles Young, Maintenance Technician

Director of Information Technology, David Gooden
Pat Butler, Assistant System Administrator
Phillip Pope, Assistant System Administrator

**OFFICE OF THE VICE PRESIDENT FOR INSTRUCTION
AND STUDENT SERVICES**

Jeffrey T. Kornegay, Vice President for Instruction and Student Services
Lynn Grey King, Jr., Associate to the Vice President for Instructional Programs
Yvonne Willoughby, Administrative Assistant to the Vice President for Instruction
and Student Services
Willerwease McKoy, Faculty Secretary
Tiina Mundy, Director of Human Resources
Carlton Bryan, Information Technology Specialist
Harriet Hobbs, Director of Institutional Effectiveness/Planning
Jack McDuffie, Public Information Officer

Dean of Allied Health and Developmental Programs, Erin Hinson
Sharon Autry, Developmental Math Instructor
Re Gena Brown, English Instructor
Christopher Conner, Math Instructor
Amy Long Cummings, Nursing Instructor
Twyla Davis, Developmental Reading Instructor
Tina Forrester, Nursing Instructor
Veronica Guions, Cosmetology Instructor
Denise Hunsinger, Faculty Secretary
Jennifer Jones-Locklear, Nursing Instructor
Audrey Lewis, Cosmetology Instructor/Department Chair
Sara Neeley, English Instructor
Michelle Norris, Nursing Instructor
Samantha Pope, Developmental Math Instructor
Wendy Sholar, Nursing Instructor
Mary Ann Turner, Nursing Instructor
Gail Warner, Cosmetology Instructor
Felisa Williams, Developmental English Instructor/Department Chair

Dean of Business and Public Service Programs, Cynthia McKoy
Claudia Anderson, Early Childhood Instructor
Lee Anne Bryan, Computer Information Technology Instructor
Joyce Cain, Computer Information Technology/Business Administration Instructor
Thelma Cain, Early Childhood Instructor/Department Chair
Mark Coleman, Computer Information Technology Instructor
Bruce Crocker, Business Administration Instructor
Dora Jones, Smart Start Outreach Coordinator
Vince Kalev, Agribusiness Technology Instructor
Chad McKenzie, Office Administration Instructor
William Mitchell, Business Administration Instructor
Barbara S. Singletary, Cooperative Education Coordinator
John Trogdon, Criminal Justice Instructor

Director of East Arcadia Center, Naomi Miller

Dean of Engineering and General Education Programs, Edward Dent
Joyce Bahhouth, English Instructor/Department Chair
Lisa DeVane, Chemistry Instructor/Department Chair
Robert Herring, Mathematics/Physics Instructor
Harold Hester, Welding Instructor
Nash Hester, Religion/Sociology Instructor
S. Al Hester, Welding Instructor
Joey Hinson, Psychology Instructor
Doris Horne, Biology Instructor
David Humphrey, Industrial Maintenance Technology Instructor
Rebecca James, English Instructor
Ray Kruse, Math Instructor
Lloyd Leggett, Carpentry Instructor
Pamela Locklear-King, Biology Instructor
Barbara Morrison, History Instructor
Kenneth Oxendine, Electronics Instructor
William Resseguie, Biology/Chemistry Instructor
Ray Sheppard, History Instructor
Victor Singletary, Electrical/Industrial Maintenance Instructor
Clifford Tyndall, History/Geography Instructor
Diana Walker, Psychology Instructor

Dean of Enrollment Management, Barry Priest
Andrea Carter-Fisher, Records Specialist
Linda McLean, Enrollment Specialist
Fordie McNeil, Receptionist

Dean of Evening Programs and Distance Education, Ann Russell
Kathy McGurgan, Distance and Evening Facilitator
Maurice Mitchell, Lab Facilitator

Director of Learning Resource Center, Sherwin Rice
James Johnson, Library Assistant
Christine McDonald, Library Assistant
Cynthia Thompson, Library Assistant

Dean of Students, Marva Dinkins
Samantha Benson, Director of Financial Aid
Crystal Dowd, Counselor
Lenora Lacy, Financial Aid/Admissions Secretary
Brandon Meadows, SGA Advisor
Thomas Rains, Counselor/ Coordinator of Testing/Disabilities/Veterans Services
Anthony Thomas, Coordinator of Admissions and Recruitment
Faye Turner, Financial Aid Specialist
Sally Valentiner, Counselor

ADMINISTRATION, FACULTY AND STAFF

Claudia Anderson, Early Childhood Instructor
B.S., University of North Carolina - Pembroke
M.Ed., University of North Carolina - Greensboro
Sharon Autry, Developmental Math Instructor
B.S., University of North Carolina - Pembroke
Joyce Bahhouth, English Instructor/Department Chair
B.A., M.A., American University of Beirut
Ph.D., University of the Holy Spirit
Samantha Benson, Director of Financial Aid
A.A.S., Bladen Community College
B.S., Mount Olive College
Re Gena Brown, English Instructor
B.A., University of North Carolina – Wilmington
M.A.Ed., University of North Carolina - Pembroke
Carlton Bryan, Information Technology Specialist
A.A.S., Bladen Community College
B.S., Mount Olive College
Donald Bryan, EMT Instructor
A.A.S., Bladen Community College
Lee Anne Bryan, Computer Information Technology Instructor
B.S., University of North Carolina – Pembroke
M.E., North Carolina State University
Pat Butler, Assistant System Administrator
A.A.S., Bladen Community College
Joyce Cain, Computer Information Technology/Business Administration Instructor
B.S., M.A., University of North Carolina - Pembroke
Thelma Cain, Early Childhood Instructor/Department Chair
B.A., University of North Carolina - Greensboro
M.Ed., University of North Carolina - Pembroke
Ed.S., South Carolina State University
Andrea Carter-Fisher, Record Specialist
A.A.S., Bladen Community College

B.S., Mount Olive College
 Karen Cecil, Administrative Assistant to the President
 A.A.S., Bladen Community College
 B.S., Mount Olive College
 Sharon K. Coe, Controller
 B.S., Fayetteville State University
 Mary Cole, Basic Skills Instructor
 B.S., Fayetteville State University
 Mark Coleman, Computer Information Technology Instructor
 B.S., University of North Carolina – Pembroke
 M.A Ed., University of Phoenix
 Christopher Conner
 B.S., University of North Carolina – Pembroke
 M.A.Ed., University of North Carolina - Pembroke
 Geraldine Council, Custodian
 Diploma, Tar Heel High School
 Bruce Crocker, Business Administration Instructor
 B.S., University of North Carolina - Chapel Hill
 M.B.A., Winthrop University
 Amy Long Cummings, Nursing Instructor
 B.S.N., University of North Carolina – Wilmington
 M.S.N., University of Phoenix
 Twyla Davis, Developmental Reading Instructor
 B.A., Campbell University
 M.A.Ed., University of North Carolina - Pembroke
 Edward Dent, Dean of Engineering and General Education Programs
 B.S., Western Carolina University
 M.S., Nova Southeastern University
 Certified Associate Welding Inspector, Certified Welding
 Educator by American Welding Society, National and
 International, Law Engineering Certified Welder
 Lisa DeVane, Chemistry Instructor/Department Chair
 B.S., B.A., North Carolina State University
 M.A., University of North Carolina - Pembroke
 Marva Dinkins, Dean of Students
 B.S., North Carolina A&T State University
 M.A.Ed., Fayetteville State University
 Crystal Dowd, Counselor
 B.A., Campbell University
 M.Ed., North Carolina State University
 Linda Dowless, Bookstore Manager
 A.A.S., Bladen Community College
 William Findt, President
 B.A., Wake Forest University
 M.A., Appalachian State University
 Ed.D., Virginia Polytechnic Institute and State University

Tina Forrester, Nursing Instructor
 B.A., B.S.N., University of North Carolina – Wilmington
 M.S.N., University of Phoenix

Heather Garner, Accounting Specialist
 A.A.S., Tidewater Community College
 B.S., Old Dominion University

David Gooden, Director of Information Technology
 B.S., University of North Carolina - Pembroke

Mary Granger, Administrative Assistant to Vice President for Continuing Education
 A.A.S., Bladen Community College

Veronica Guions, Cosmetology Instructor
 B.A., Winston-Salem State University
 Certification and Licensure - Aurora Beauty College

Sondra H. Guyton, Assistant Vice President of Continuing Education/Director Allied Health
 A.A.S. Robeson Community College
 B.S., Mount Olive College
 M.P.A., University of North Carolina - Pembroke

Katrina Harbison, JobLink Director
 B.S., Fayetteville State University

Wayne Harden, Security Officer
 Diploma, Bladenboro High School

Robert Herring, Mathematics/Physics Instructor
 B.S., M.S., Western Carolina University

Harold Hester, Welding Instructor
 Diploma, Bladenboro High School
 Certificates, Welding Trades and Industrials
 Certificate, Bladen Community College

Nash Hester, Religion/Sociology Instructor
 B.A., North Carolina State University
 M.A., Columbia Graduate School of Bible and Missions

S. Al Hester, Welding Instructor
 A.A.S., Bladen Community College

Teresa Hester, Administrative Assistant to the Vice President for Finance
 A.A.S., Bladen Community College
 B.S., Mount Olive College

Erin Hinson, Dean of Allied Health and Developmental Programs
 B.S.N., University of North Carolina – Wilmington
 M.S.N., University of Phoenix

Joey Hinson, Psychology Instructor
 B.A., North Carolina State University
 M.A., Ed.S., Appalachian State University

Harriet Hobbs, Director of Institutional Effectiveness/Planning
 A.A.S., Robeson Community College
 B.S., Mount Olive College
 M.S., Walden University

Doris Horne, Biology Instructor
 B.S., M.A.Ed., University of North Carolina – Pembroke

David Humphrey, Industrial Maintenance Technology Instructor
 B.S., East Carolina University

Denise Hunsinger, Faculty Secretary
 A.A.S., Fayetteville Technical Institute

Rebecca James, English Instructor
 B.A., Appalachian State University
 M.F.A., Queen's University

James Johnson, Library Assistant
 A.A.S., Southeastern Community College
 B.S., DeVry University

Dora Jones, Smart Start Outreach Coordinator
 A.A.S., Bladen Community College

Jennifer Jones-Locklear, Nursing Instructor
 A.D.N., Robeson Community College
 B.S.N., University of North Carolina – Pembroke
 M.S.N., University of Phoenix

Vince Kaley, Agribusiness Technology Instructor
 B.S., M.S., Bulgarian Agriculture and Veterinary University

Lynn Grey King, Jr., Associate to the Vice President for Instructional Programs
 B.S., M.A.Ed., East Carolina University

Jeffrey T. Kornegay, Vice President for Instruction and Student Services
 B.S., M.Ed., Campbell University

Ray Kruse, Math Instructor
 A.A.S., Monroe Community College
 B.S., St John Fisher College
 M.S., Rochester Institute of Technology
 M.B.A., University of Houston

Lenora Lacy, Financial Aid/Admissions Secretary
 A.A.S., Bladen Community College

Lloyd Leggett, Carpentry Instructor
 B.A., Shaw University

Audrey Lewis, Cosmetology Instructor/Department Chair
 Cosmetology Diploma, Bladen Community College
 A.A.S., Bladen Community College

Travis Locklear, Director of Basic Skills
 B.S., North Carolina State University

Pamela Locklear-King, Biology Instructor
 B.S., University of North Carolina – Pembroke
 M.A.Ed., University of North Carolina – Pembroke

Al Marshburn, Security Officer
 Diploma, East Bladen High School

Wayne Martin, Security Officer

Christine McDonald, Library Assistant
 B.S., Johnson C. Smith University

Hilda McDonald, Continuing Education Registrar
 A.A.S., Bladen Community College
 B.S., Mount Olive College

Jack McDuffie, Public Information Officer
 A.A.S., Bladen Community College
 B.S., University of North Carolina - Pembroke
 Kathy McGurgan, Distance and Evening Facilitator
 A.A.S., Bladen Community College
 B.S., Mount Olive College
 Chad McKenzie, Office Administration Instructor
 B.B.A., M.B.A., Campbell University
 Cynthia McKoy, Dean of Business and Public Service Programs
 B.S., M.A.Ed., Fayetteville State University
 Lucinda McKoy, Accounting Technician - Accounts Receivable
 A.A.S., Bladen Community College
 Willerwease McKoy, Faculty Secretary
 A.A.S., Bladen Community College
 Catherine McLaney, Central Services Technician
 Diploma, East Bladen High School
 Horace McLean, Maintenance Technician
 Linda McLean, Enrollment Specialist
 A.A.S., Bladen Community College
 Fordie McNeil, Receptionist
 Diploma, Bladen Community College
 Brandon Meadows, SGA Advisor
 B.S., Methodist University
 Naomi Miller, Director of East Arcadia Center
 A.A.S., Bladen Community College
 B.S., Mount Olive College
 M.A., Central Michigan University
 Maurice Mitchell, Lab Facilitator
 B.S., M.A., University of Alabama
 Ph.D., Florida State University
 William Mitchell, Business Administration Instructor
 B.S., Mount Olive College
 M.B.A., Campbell University
 Barbara Morrison, History Instructor
 B.A., University of North Carolina – Pembroke
 M.A., Wake Forest University
 Tiina Mundy, Director of Human Resources
 B.S., United States Air Force Academy
 M.B.A., Campbell University
 J. Tim Nance, Director of Occupational Programs
 B.S., M.S., East Carolina University
 Terry Nance, Director of Facilities
 A.A.S., Bladen Community College
 Lisa Neal, Staff Accountant
 B.S., University of North Carolina – Pembroke

Sara Neeley, English Instructor
 A.A.S., Averett University
 B.A., Furman University
 M.A.T., The Citadel

Michelle Norris, Nursing Instructor
 A.D.N., Sampson Community College
 B.S.N., University of North Carolina – Pembroke
 M.S.N., East Carolina University

Tramaine Council Orellana, WIA Program Specialist
 B.A., Fayetteville State University
 M.S., Troy University

Kenneth Oxendine, Electronics Instructor
 A.A.S., Robeson Community College
 B.S., DeVry University
 North Carolina Electrical Contractors License

Phillip Pope, Assistant System Administrator
 A.A.S., Bladen Community College

Samantha Pope, Developmental Math Instructor
 B.A., University of North Carolina - Wilmington

Barry Priest, Dean of Enrollment Management
 B.S., University of North Carolina – Pembroke
 M.S., East Carolina University

Stephen W. Prince, Director of Resource Development and Foundation
 B.B.A., M.B.A., Campbell University

Gloria Purdie, WIA Program Specialist
 B.S., Winston-Salem State University

Thomas Rains, Counselor/ Coordinator of Testing/Disabilities/Veterans Services
 B.S., M.S., - Jacksonville State University
 Administrative Certificate, University of Alabama

William Resseguie, Biology/Chemistry Instructor
 B.S., University of North Carolina - Pembroke
 M.S., Ph.D., Clemson University

Sherwin Rice, Director of Learning Resource Center
 A.A.S., Bladen Community College
 B.A., Fayetteville State University
 M.L.S., North Carolina Central University

Ann Russell, Dean of Evening Programs and Distance Education
 B.S., Appalachian State University
 M.A.Ed., University of North Carolina - Pembroke

Ray Sheppard, History/Religion Instructor
 A.A.S., Bladen Community College
 B.A., University of North Carolina – Pembroke
 M.A., University of North Carolina – Pembroke
 M.A., Liberty University

Wendy Sholar, Nursing Instructor
 B.S.N., University of North Carolina – Wilmington

Barbara S. Singletary, Cooperative Education Coordinator
 B.S., University of North Carolina - Pembroke
 M.A.Ed., Fayetteville State University

Bridgette Singletary, Cashier
 A.A.S., Southeastern Community College

Leroy Singletary, Maintenance Technician
 Diploma, Southeastern Community College
 A.A.S., Bladen Community College

Victor Singletary, Electrical/Industrial Maintenance Instructor
 A.A.S., Robeson Community College
 Certificate, Industrial Instrumentation, Southeastern
 Community College
 North Carolina Electrical Contractor License

Hattie Smith, Continuing Education System Technician
 Certificate, Sawyer School of Business

Jay Stanley, Vice President for Finance
 B.S., East Carolina University
 M.B.A., University of North Carolina - Pembroke

Timothy Tatum, Director of Emergency Services
 B.S., North Carolina State University

Anthony Thomas, Coordinator of Admissions and Recruitment
 B.S., University of North Carolina – Pembroke
 M.A.Ed., Central Michigan University

Cynthia Thompson, Library Assistant
 B.S., University of South Carolina
 M.L.S., North Carolina Central University

Terry Tolar, Security Officer
 A.A.S., Robeson Community College

John Trogdon, Criminal Justice Instructor
 A.A.S., Fayetteville Technical Community College
 B.A., Fayetteville State University
 M.A., University of South Carolina

Faye Turner, Financial Aid Specialist
 A.A.S., Bladen Community College

Mary Ann Turner, Nursing Instructor
 A.D.N., Southeastern Community College
 B.S.N., University of North Carolina – Pembroke
 M.S.N., East Carolina University

Cassie Tyndall, Bookstore Assistant Manager
 A.A.S., Bladen Community College

Clifford Tyndall, History/Geography Instructor
 B.A., University of North Carolina – Chapel Hill
 M.A., East Carolina University

Sally Valentiner, Counselor
 B.S., University of Maryland

Diane Vitale, Accounting Technician - Accounts Payable
 A.A.S., Southeastern Community College

Diana Walker, Psychology Instructor
B.A., Waynesburg College
M.A., Duquesne University

Carolyn Walston, Vice President for Continuing Education
B.S., Atlantic Christian College
M.A.Ed., East Carolina University

Gail Warner, Cosmetology Instructor
Cosmetology Diploma, Grundy Beauty Academy

Lynn Welborn, Director of Business/Industry
B.S., Mount Olive College
M.B.A., Webster University
Ph.D., University of Phoenix

Gale West, Basic Skills Retention Specialist
A.A.S., Bladen Community College

Ray White, Custodian
Diploma, Bladen Community College

Felisa Williams, Developmental English Instructor/Department Chair
B.A., M.Ed., Campbell University

Yvonne Willoughby, Administrative Assistant to Vice President for Instruction and Student Services
A.A.S., Bladen Community College

Charles Young, Maintenance Technician
Diploma, Whiteville High School

Campus Map

Campus Map

BCC Graduation Ceremony

