

BLADEN COMMUNITY COLLEGE

GENERAL CATALOG

VOLUME XXVII

2013-2014

**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 5:00 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 Southern Association of Colleges and Schools Commission on Colleges 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.

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
By North Carolina State Board of Cosmetic Art Examiners

Bladen Community College is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on sex, age, race, color, national origin, religion, or disability. The College supports the protection available to members of its community under all applicable Federal laws, including Title IV and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Americans with Disabilities Act Amendments Act (ADAAA), the Rehabilitation Act of 1973, and Executive Order 11246. Bladen Community College complies with the U.S. Patriot Act of 2001.

**BLADEN COMMUNITY COLLEGE IS AN AFFIRMATIVE ACTION, EQUAL
OPPORTUNITY INSTITUTION AND EMPLOYER**

Front Photo: *Bladen Community College students pause for a photo break during a study session on the ground.*



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 45 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.....	12
Procedure for Public Complaints.....	13
College Foundation.....	14
Evening Classes.....	14
Distance Education	14
ADMISSIONS	
General Admissions Policy	15
Admissions Procedure	16
Advisement Testing	17
Waiver of Accuplacer Test.....	19
Provisional Admissions.....	19
Proficiency Examination.....	19
Advanced Placement Credit.....	20
CLEP Credit.....	20
Military Credit.....	21
Experiential Learning.....	21
Admission of Foreign Students	21
Admissions Requirement for Home Schooled Students.....	21
Admission of Undocumented Immigrants	21
Senior Citizens	22
Enrollment of High School Students.....	22
Transfer Students.....	23
Special Credit Students	23
Re-Admission to the College.....	23
Student Right to Know.....	24
ACADEMIC INFORMATION	
Faculty Advisory System	24
Orientation (ACA-115 and ACA -122).....	24
Registration	25
Drop/Add	25
Class Attendance	25
Tardiness.....	26
Official Withdrawal Procedures	27
Student Initiated Withdrawal.....	27
Administrative Removal from Class.....	27
Effect of Withdrawal on Financial Aid	28
National Student Clearing House	28
Change of Program.....	28
Independent Study	29
Enrollment of Intellectually Gifted Students.....	29
Grading System	30

Grade Point Average.....	31
Grades and Grade Changes	31
Grade Appeal Policy	31
Scholastic Honors.....	33
Academic Honesty Policy	33
Intellectual Property Rights Policy	34
Copyright Policy.....	35
Catalog of Record.....	36
Course Substitution Policy	36
Course Prerequisites and Corequisites	36
Course Repetition	37
Auditing Classes.....	37
Academic Progress	37
Academic Probation.....	38
Academic Forgiveness Policy	38
Tutorial Program	38
Graduation Requirements.....	38
Residence Requirements	39
Course Load	39
Student Privacy, Access to and Release of Educational Records	40
Electronic Signature Policy for College Personnel and Students.....	41
Transcript Requests	42
STUDENT FINANCES	
Tuition and Fees	42
Tuition Waivers	43
Residency Classification	43
Out of State Waivers.....	44
Parking Regulations.....	44
Refund Policy	45
Student Resource Center	45
Bookstore	46
Unpaid Financial Obligations.....	46
FINANCIAL AID	
Applications for Financial Aid	47
Types of Aid.....	47
Financial Aid Satisfactory Academic Progress.....	48
Financial Aid Appeal Process.....	49
Veterans' Educational Assistance.....	51
STUDENT SERVICES	
Goals of Student Services	52
Testing	52
Counseling	52
Services for Students with Disabilities.....	52
Career Guidance Center	53
Job Placement.....	53
Student Records.....	54
Student Activities	54
Student Government Association	54

Ambassador Program.....	55
Grievance Procedure.....	57
Safety Plan and Procedures.....	57
Crime Awareness and Campus Security.....	57
Sexual Harassment.....	59
Drug and Alcohol Prevention Program.....	59
Inclement Weather Policy.....	61
Smoking Policy.....	61
Telephone Calls to Students and Emergency Calls.....	62
Visitors.....	62
Children on Campus.....	62
Student Rights, Standards of Student Conduct, Discipline, and Appeal.....	62
CURRICULUM PROGRAMS	
Accounting.....	76
Agribusiness.....	77
Associate Degree Nursing.....	79
Basic Law Enforcement.....	80
Business Administration.....	82
Business Administration- Human Resource Management.....	86
Carpentry.....	88
College Transfer (Associate in Arts).....	89
Computer Information Technology.....	98
Cosmetology.....	104
Criminal Justice Technology.....	110
Developmental Education.....	111
Early Childhood Education.....	113
Electrical Systems Technology.....	115
Esthetics Technology.....	119
General Education.....	120
General Occupational Technology.....	121
Hospitality Management.....	122
Industrial Systems Technology.....	123
Infant/Toddler Care.....	130
Interpreter Education.....	130
Manicure Nail Technology.....	131
Nursing Assistant.....	132
Office Administration.....	133
Physical Therapist Assistant.....	141
Practical Nursing.....	143
School Age Education.....	145
Welding Technology.....	147
ADULT AND CONTINUING EDUCATION	153
WIA	158
SMALL BUSINESS CENTER	158
CURRICULUM COURSE DESCRIPTORS	159
COLLEGE ORGANIZATION	256
CAMPUS MAP	266

ACADEMIC CALENDAR 2013 – 2014

FALL SEMESTER 2013

Faculty Return.....	August 1
New Student Orientation.....	August 8
Final Fall Registration	August 12-13
Semester Begins/First Day of Classes	August 15
Last Day to Register or Add a Class.....	August 19
Last Day to Drop a Class and Request a 75% Refund	August 22
Labor Day Holiday (College Closed)	September 2
Fall Break (Curriculum Students and Faculty).....	October 7-9
Last Day to Drop a Class with a “W” Grade.....	October 16
Registration for Spring Semester Classes	November 5-8
No Classes (College Open).....	November 5
Thanksgiving Holidays (College Closed)	November 28-29
Final Exams	December 9-13
End of Curriculum Fall Semester	December 13
Winter Break (College Closed)	December 23-27

SPRING SEMESTER 2014

New Year’s Holiday	January 1
Faculty Returns	January 2
Registration.....	January 6
Semester Begins/First Day of Classes	January 7
Last Date to Register or Add a Class.....	January 9
Last Date to Drop a Class and Request a 75% Refund	January 15
Martin Luther King, Jr., Birthday Observed (College Closed).....	January 20
Last Day to Drop a Class with a “W” Grade (First 8-week classes)	February 5
First 8-week classes End.....	February 28
Spring Break (Curriculum Students and Faculty).....	March 3-7
Second 8-week classes Begin.....	March 10
Last Day to Drop a Class with a “W” Grade (16-week classes).....	March 12
Last Day to Drop a Class with a “W” Grade (Second 8-week classes).....	April 2
Summer and Fall Registration for Current Students (No Classes).....	April 8
Registration for Current Students for Summer and Fall.....	April 8-11
College Closed	April 18
Final Exams	May 2-8
End of Spring Semester	May 8
Graduation (GED & Curriculum)	(5:30 & 7:30 pm)... May 13

SUMMER SESSION 2014

Memorial Day Holiday (College Open)	May 26
Registration for Summer Session (8 weeks)	May 29
Classes Begin	June 2
Last Day to Add a Class.....	June 2
Last Day to Drop a Class and Request a 75% Refund	June 4
Last Day to Drop a Class with a “W” Grade	June 25
Final Exams	July 22-24
End of Summer Session	July 24

FALL SEMESTER 2014

Faculty Return.....	August 1
New Student Orientation.....	August 7
Final Fall Registration	August 13-14
Semester Begins/First Day of Classes	August 18
Last Day to Register or Add a Class.....	August 20
Last Day to Drop a Class and Request a 75% Refund	August 26
Labor Day Holiday (College Closed)	September 1
Last Day to Drop a class with a “W” Grade (First 8-week classes).....	September 10
Fall Break (Curriculum Students and Faculty).....	October 6-8
First 8-week classes End.....	October 10
Second 8-week classes Begin.....	October 15
Last Day to Drop a Class with a “W” Grade (16-week classes).....	October 15
Registration for Spring Semester Classes (No classes).....	November 4
Registration for Spring Semester Classes	November 4-7
Last Day to Drop a Class with a “W” Grade (Second 8-wk classes)...	November 12
Thanksgiving Holidays (College Closed)	November 27-28
Final Exams	December 10-16
End of Curriculum Fall Semester	December 16
Winter Break (College Closed)	December 19-26



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 CRITICAL SUCCESS FACTORS REPORT
2010-2011**

	<i>Performance Measures</i>	<i>Standard Met</i>
Measure A	Progress of Basic Skills Students	<i>*Not reported</i>
Measure B	Passing Rates for Licensure and Certification Exams	Not Met
Measure C	Performance of College Transfer Students	Not Met
Measure D	Passing Rates of Students in Developmental Courses	Met
Measure E	Success Rate of Developmental Students in Subsequent College-Level Courses	Met
Measure F	Satisfaction of Program Completers and Non-completers	Met
Measure G	Curriculum Student Retention, Graduation, and Transfer	Not Met
Measure H	Client Satisfaction with Customized Training	Met
<i>Total Standards Met</i>		<i>4 out of 7</i>

**Measure A: Basic Skills Progress has been removed this year due to reporting inaccuracies.*

Source: North Carolina Community College System, Critical Success Factors Report July 2012

*Summary Report on
Performance Measures for 2010-2011
North Carolina Community College System*

MEASURES	STATE STANDARD	BCC PASSING RATE 09-10	BCC PASSING RATE 10-11
1. Progress of Basic Skills Students	75%	83%	<i>Not reported</i>
☆ 2. Passing Rates on Licensure and Certification Examinations	Aggregate=80% Exams = 70%	81%	78%
☆☆3. Performance of College Transfer Students	83%	69%	79%
4. Passing Rates of Students in Developmental Courses	75%	87%	89%
5. Success Rates of Developmental Students in Subsequent College-Level Courses	80%	93%	91%
6. Satisfaction of Program Completers and Non-Completers	90%	95%	96%
7. Curriculum Student Retention, Graduation, and Transfer	65%	71%	63%
8. Client Satisfaction with Customized Training	90%	98%	98%

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 those colleges that have licensure and certification examinations must meet or exceed 70% for the first time test takers.
- ☆☆ 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 their work at the four-year institution which is 88% for this year.

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 North Carolina Department of Commerce Division of Workforce Solutions (DWS), the Department of Social Services, Vocational Rehab and Telamon Corporation. Though the college still operates the JobLink program, it is now housed in the Division of Workforce Solutions 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.

PROCEDURE FOR PUBLIC COMPLAINTS

1. Formal complaints by members of the public should be directed to the Office of the Director of Human Resources.
2. The Director of Human Resources is to gather information as necessary.
3. A written response (hard copy) is to be sent to the complainant. A copy of the complaint and the written response is to be sent to the vice president who is responsible for the area of the complaint.
4. If the complainant is not satisfied with the response, the complainant may file a written complaint with the vice president who is responsible for the area of the complaint.
5. In such cases, the vice president will gather information and provide a written response to the complainant.
6. If a satisfactory resolution cannot be reached, the complainant may file a written complaint with the president of the college. In such cases, the president will gather information and provide a final written response to the complainant.

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. For questions about the accreditation of Bladen Community College, contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500. The Commission on Colleges should be contacted only if there is evidence that appears to support the college's noncompliance with a requirement or standard of the Commission on Colleges of the Southern Association of Colleges and Schools

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 Linda Burney, Foundation Specialist, at 910.879.5519.

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. This policy provides for admission of legal residents of the United States who are high school graduates or 18 years old, or emancipated minors. 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 (see Admission of Undocumented Immigrants for further clarification). High school graduation, an adult high school diploma, or a high school equivalency certificate is required for admission to diploma or degree programs offered by Bladen Community College. Students not completing such a program must complete the GED or attain an adult high school diploma. A legal resident who is a non-graduate and 18 years old may be admitted to any certificate program. Bladen Community College serves all students and prospective students regardless of race, color, national origin, religion, sex, age, or disability. Affirmative Action, Equal Educational Opportunities and compliance with the American with Disabilities Act are viewed as an integral part of the College’s mission and purpose.

An entrance test or a high school transcript will be 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 the student’s aptitude and expressed interests. Appropriate developmental or remedial support is provided to assist students in overcoming deficiencies in their preparation for collegiate study. High school students enrolled in the Career and College Promise Program may be admitted to appropriate college courses upon approval by the high school principal and the college admissions office.

Bladen Community College reserves the right to refuse admission to any applicant who is currently suspended or expelled from an educational institution or who poses an articulable, imminent, and significant threat to others. The decision to deny admission to the college is made by the Associate Vice President for Student Services. The Associate Vice President for Student Services will provide written notification to the applicant of the reasons for denial. As chair of the Admissions Committee the Associate Vice President for Student Services will convene the Admissions Committee within five (5)

work days of the initial decision, to present relevant information and detailed facts supporting the denial for admission. At their discretion, the committee may request an interview with the applicant. The committee will make a recommendation to the Vice President for Instruction and Student Services within seven (7) work days of their convening and review of the information presented. The Admissions Committee will include in the recommendation 1) the detailed facts supporting the rationale for denying admission; 2) the time period for within which the refusal to admit shall be applicable and the supporting rationale for the designated time period and 3) the conditions upon which the applicant that is refused would be eligible to be admitted.

The Vice President for Instruction and Student Services will use the information provided by the Admissions Committee and render a decision including 1) the detailed facts supporting the rationale for denying admission; 2) the time period for within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and 3) the conditions upon which the applicant that is refused would be eligible to be admitted. Upon receiving the decision of the Vice President, the Associate Vice President for Student Services will notify the applicant of admission status by certified letter.

Applicants refused admission due to suspension or expulsion from an educational institution or after having posed an articulable, imminent, and significant threat to others may appeal the decision of the Vice President for Instruction and Student Services. In this case, a signed typewritten statement must be submitted to the President of the College within five (5) work days after receiving the information in a certified letter. The document will set forth the specific nature of the appeal and describe specifically in detail efforts made to obtain redress.

Within ten (10) work days the President will appoint an ad hoc appeals committee consisting of not more than five (5) individuals to investigate the validity of the appeal and to recommend appropriate action. Members of the committee will consist of faculty and staff not involved in the decision to refuse the admission of the applicant. Within five (5) work days the appeals committee will meet to take and consider the information provided after its appointment by the President. The purpose of this committee is to evaluate the merits of the appeal and to hear any arguments and review evidence from the refused applicant. Based on this review, the committee will render a recommendation which supports the position of the refused applicant or reaffirms the decision by the Vice President for Instruction and Student Services. Seven (7) days are allowed for deliberation and completion of committee findings and recommendations. The complete record including the conclusions and recommendations will be submitted to the President for action deemed appropriate.

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. All test scores are valid for 5 years.

Students who fail to meet the pre-determined cut-off scores will be required to take developmental classes as listed below. For this reason, test preparation is strongly advised. Links to the best test preparation websites can be found at http://www.bladencc.edu/admissions/testing_service.php .

Accuplacer Reading & Sentence Skills Test Scores Combined:

(DRE = Developmental Reading & English)

0-91	ENG 075/DRE 096
92-128	ENG 085/DRE 097
129-165	ENG 095/DRE 098
166 or higher	ENG 111

The North Carolina Diagnostic Assessment and Placement (NC DAP) Math Test requires students be given 12 questions for each of eight Developmental Math Modules (DMA 010, 020, 030, 040, 050, 060, 070, & 080). Students are given ‘mastery’ of modules in which they answer at least 9 of the twelve questions correctly. Students with eight or less correct answers out of the 12 will be required to take that module.

Recommended Pre-Requisites for NCCCS Gateway Curriculum Math Courses:

MAT 101 – Applied Mathematics I -----	DMA 010-030
MAT 115 – Mathematical Models -----	DMA 010-050
MAT 121 – Algebra/Trigonometry I -----	DMA 010-050
MAT 140 – Survey of Mathematics -----	DMA 010-040
MAT 141 – Mathematical Concepts I -----	DMA 010-040
MAT 151 – Statistics I -----	DMA 010-050
MAT 161 – College Algebra -----	DMA 010-080
MAT 171 – Precalculus Algebra -----	DMA 010-080
MAT 175 – Precalculus -----	DMA 010-080

Developmental Math Equivalencies:

MAT 050 = N/A
MAT 060 = DMA 010, 020, 030
MAT 070 = DMA 040, 050
MAT 080 = DMA 060, 070, 080

Math Courses for Registration: (DMS= Developmental Math Shell)

Register for DMS-001 = If you need 1 DMA
Register for DMS-002 = If you need 2 DMAs
Register for DMS-003 = If you need 3 DMAs
Register for DMS-004 = If you need 4 or more DMAs

Students may not register for a DMS course that contains more credit hours than is required for their program of study.

ACT CUT SCORES

ACT Reading 18+	Exempt RED 090 (ACT below 18 take Accuplacer Reading Comp)
ACT English Usage 21+	Exempt ENG 090 (ACT below 21 take Accuplacer Sentence Skills)
ACT R. 18+ and ACT E.U. 21 +	ENG 111
ACT Math 22+	MAT 115 MAT 121 MAT 140 MAT 161 MAT 171

SAT CUT SCORES (from 2010 +):

SAT Critical Reading 500+	Exempt RED 090 (SAT below 500 take Accuplacer Reading Comp)
SAT Writing 500+	Exempt ENG 090 (SAT below 500 take Accuplacer Sentence Skills)
SAT C.R. 500 + & SAT W. 500 +	ENG 111
SAT Math 500	MAT 115 MAT 121 MAT 140 MAT 161 MAT 171

PSAT CUT SCORES:

PSAT Reading 47+	Exempt RED 090 (PSAT below 47 take Accuplacer Reading Comp)
PSAT English Usage 45+	Exempt ENG 090 (PSAT below 45 take Accuplacer Sentence Skills)
PSAT R. 47+ & PSAT E.U. 45 +	ENG 111
PSAT Math 47+	MAT 115 MAT 121 MAT 140 MAT 161 MAT 171

PLAN CUT SCORES:

PLAN Reading 17+	Exempt RED 090 (PLAN below 17 take Accuplacer Reading Comp)
PLAN English 15+	Exempt ENG 090 (PLAN below 15 take Accuplacer Sentence Skills)

PLAN R. 17+ & PSAT E. 15 + ENG 111
PLAN Math 19+ MAT 115 MAT 121 MAT 140
MAT 161 MAT 171

WAIVER OF ACCUPLACER TEST:

The ACCUPLACER Test may be waived for the following:

1. A score of 500 or more on all three parts of the Scholastic Aptitude Test (SAT) or scores of 18 or higher, 21 or higher and 22 or higher on ACT Reading, English Usage, and Math, respectively
2. 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.
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.

Additional testing information can be found at:

http://www.bladencc.edu/admissions/testing_service.php

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 Associate Vice President for Student Services.

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 Associate Vice President for Student Services.

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

http://www.dantes.doded.mil/DANTES_Homepage.html

AARTS Operation Center, 415 McPherson Avenue, Fort Leavenworth, KS 66027-1173

<http://aarts.army.mil/>

American Council on Education, One DuPont Circle NW, Washington, DC 20036

<http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx>

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.

CAREER AND COLLEGE PROMISE PROGRAM (Enrollment of High School Students)

Bladen Community College offers seamless dual enrollment opportunities to qualifying high school juniors and seniors. The Career and College Promise Program (CCPP) allows high school students the opportunity to pursue a high school diploma while concurrently progressing towards earning a postsecondary academic credential including a certificate, diploma, or degree. Such credentials will grant students the essential academic training to pursue college transfer interests and entry-level employment opportunities.

Courses shall be taught at the college level using college level textbooks and materials. CCPP students will earn both high school and college credit. College credits shall be awarded upon successful completion of a curriculum course. Awarded high school credits will be counted as elective credits and cannot be used to fulfill a required high school course requirement. Eligible CCPP students must choose either a Core 44 College Transfer Pathway or a Career and Technical Education Pathway and can only take courses in their chosen pathway. CCPP students are exempt from paying tuition for courses identified in their approved pathway. No tuition waivers will be granted for self-supporting courses.

Core 44 College Transfer Pathways

All courses listed in the Core 44 College Transfer Pathways are also listed in the Comprehensive Articulation Agreement; therefore, such courses will transfer to any of the 16 colleges in the University of North Carolina College System and many private colleges. Transferability of courses is contingent upon the student earning a grade of “C” or better in each course. Students are required to maintain at least a 2.0 grade point average on college course work after the completion of two college level courses.

Students interested in participating in one of the Core 44 College Transfer Pathways must meet the following criteria: (1) be a high school junior or senior; (2) have a weighted high school grade point average of 3.0 or higher; and (3) demonstrate college readiness in English, reading, and mathematics on a college approved testing instrument. A Career and College Promise Enrollment Form must be completed and signed by the appropriate school officials.

Career and Technical Education Pathways

All courses listed in the Career and Technical Education Pathways will meet core requirements in vocational and technical programs. Courses in the Career and Technical Education Pathways also lead towards a postsecondary academic credential. Students are required to maintain at least a 2.0 grade point average on college course work after the completion of two college level courses.

Students interested in participating in one of the Career and Technical Education Pathways must meet the following criteria: (1) be a high school junior or senior; (2) have a weighted high school grade point average of 3.0 or higher or have the recommendation to participate from the high school principal or his/her designee, and (3) meet the prerequisites for courses in the pathway. A Career and College Promise Enrollment Form must be completed and signed by the appropriate school officials.

TRANSFER STUDENTS

All students transferring from post-secondary institutions are requested to submit official copies of transcripts from each institution attended. The Associate Vice President or the Registrar 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 Registrar.

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 and ACA-122)

Orientation will be provided for all new students through classes entitled ACA 115, "Success & Study Skills" and ACA 122, "College Transfer Success". One of these courses should be taken during the student's first semester of enrollment at BCC. The purpose of ACA 115 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. The purpose of ACA 122 is to provide information and strategies necessary to develop clear academic and professional goals beyond the community college experience. For more detailed descriptions, refer to ACA 115 and ACA 122 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 eight (8) or 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 Registrar 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 Registrar. 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 Registrar. 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 Associate Vice President for Student Services or the Registrar.

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 academic dean. The appropriate academic dean 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 appropriate academic dean.
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 department's academic dean. 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 Associate Vice President for Academic Services, justify an extension. The Associate Vice President for Academic 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 Registrar. 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
P	Pass	0
R	Repeat	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 Registrar 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.

“P” – Pass or “R” – Repeat will be used for developmental courses.

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 Policy

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 within five days of the initial meeting with the instructor. After confirming that an effort has been made between the student and instructor to reach an agreeable outcome regarding the grade in question, the department chair will do the following:

- a. Listen to the student's explanation of why he or she thinks that the grade is in error.
- b. 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.
- c. Communicate to the student the result of the discussion within five days of receiving the written appeal.

3. If the student is dissatisfied with the outcome of his/her meeting with the department chair, a meeting will be arranged to include the instructor, 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 within five days of the meeting with the instructor, student, and department chair.

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.

4. 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 Associate Vice President for Academic Services. This written appeal must be submitted within five calendar days after the meeting between the student, instructor, department chair and dean. Upon receipt of a written appeal, the Associate Vice President for Academic 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 a non-voting chair and recorder for the appeal.

5. 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 consensus it has reached. The committee will report its decision to the Associate Vice President for Academic Services who will notify the student and the instructor of the outcome within five days of convening the grade appeal committee.

6. The decision of the Grade Appeal Committee will be final.

7. The right to appeal a grade expires at the end of the semester following the one in which the grade was assigned.

8. 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 a grade, the instructor will submit a 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, copyright encroachment, and sharing of electronic signatures 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.

E. Sharing of Electronic Signature:

Sharing of one's electronic signature (unique user name and password) with another individual or using the electronic signature of another individual constitutes academic dishonesty.

INTELLECTUAL PROPERTY RIGHTS POLICY

Bladen Community College (BCC) encourages employees to be creative and productive in the course of their duties. Such creativity may result in ideas, inventions, or publications that may be considered intellectual property. Examples of intellectual property may be technical or creative in nature and might include, but are not limited to, patentable inventions, software, processes, methods, artistic works, publications, creative writings, audio or video recordings, simulations, institutional materials or course content materials.

For purposes of this policy "employee" is defined as all full-time, part-time, adjunct, consultant or student workers contracted by the College to provide services or other work.

All right, title and interest to all Intellectual Property conceived, created and/or produced to practice or that is copyrightable by a student to meet course requirements using College resources for which the student has paid tuition and fees to access courses/programs or using resources available to the public, is the property of the student.

Any Intellectual Property that is created by a contracted employee of the college with significant use of college or state support services including, but not limited to, facilities, staff and funding will be the property of the College. It is the College's right and

responsibility to apply for protection of such property under copyright and/or patent laws.

“Significant use” is defined as the use of staff time, computers, equipment, the granting of release time, or an allocation of resources not normally available to all members of an employment unit.

Contracted employees may pursue an agreement with the college for the sharing of ownership and/or royalties from property produced using significant College resources. A written sharing agreement must be approved by the College President and the BCC Board of Trustees before work is initiated. In the absence of such agreements, the College shall be deemed the sole owner of all Intellectual Property used for economic gain by any other individual, corporation or entity.

Any party desiring to enter into a contract or agreement with the College for the purpose of sharing ownership or royalties shall make such a request in writing outlining the project in sufficient detail as to enable the College to make an informed decision concerning entering into the agreement. This detail shall include a full, detailed description of the project; a full description of the benefits to the College, its students, and the community at large; and a detailed project budget and timeline for completion and implementation of the project.

Attorneys representing the College shall not provide legal counsel for any employee seeking a sharing agreement and shall represent the interests of the College solely.

Income generated from Intellectual Property will be handled in accordance with the North Carolina General Statutes (Chapter 66, Article 10A, Inventions developed by Employee), the NCCC Administrative Code, NCCCS policies and procedures and BCC policies and procedures. Any regulations enacted by the NCCCS shall supersede this policy.

Challenges to the Intellectual Property Rights Policy will be addressed through the College’s grievance procedure.

COPYRIGHT POLICY

Compliance with federal copyright law is expected of all students, faculty and staff at Bladen Community College. "Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including email and web information), graphics, art, photographs, music, and software are examples of types of work protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

Bladen Community College recognizes and supports the limitations on unauthorized duplication and use of copyrighted materials. The college does not condone any infringement on the property rights of copyright owners.

Employees, students and visitors are prohibited from the use or duplication of any copyright materials not allowed by copyright law, fair use guidelines sanctioned by Congress, licenses or contractual agreements. Willful or serious violations also are considered to be in violation of expected standards of behavior for employees and

students and may result in disciplinary action. Employees will refuse copying that could be in violation of copyright laws.

Fair Use

1. Unless allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to copying copyrighted material. Fair use is based on the following standards:
 - a. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
 - b. the nature of the copyrighted work;
 - c. the amount of and the substantiality of the portion used in relation to the copyrighted work as a whole; and
 - d. the effect of the use upon the potential market for, or value of, the copyrighted work.
2. Excessive copying. No individual may use a copier, or request the print shop to copy excerpts of a work in a manner exceeding the fair use limitations, under federal law, either as to the extent of the copying or as to the later use of the copy.
3. Repeated copying. The single copies authorized under federal law are limited to "isolated and unrelated" production and exclude copying where the library or any college employee "is aware or has substantial reason to believe" that copying on one occasion or series of occasions is causing multiple copies of the same material. Federal law does not authorize "systematic" copying except interlibrary arrangements not having the "purpose or effect" of providing the receiving library "such aggregate quantities as to substitute for a subscription to or purchase of such work."

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 Associate Vice President for Student Services 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 Associate Vice President for Academic 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 Associate Vice President for Student Services, 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 Registrar 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 Registrar. 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 Registrar.

STUDENT PRIVACY, ACCESS TO AND RELEASE OF EDUCATIONAL RECORDS

Bladen Community College supports the rights and privacies afforded each student by the Family Educational Rights 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.

The College ensures the privacy of student information and identification data to include (but not limited to) electronic signature information, grades, personal contact information, and learning management system information through adherence to the Family Educational Rights and Privacy Act of 1974 and through adherence to both the BCC Acceptable Use Policy and the BCC Electronic Signature Policy. Students enrolled in all courses and programs offered by the college regardless of delivery mode or location are covered under this procedure.

Students wishing to challenge the content of their educational record should notify the Registrar in writing.

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

ELECTRONIC SIGNATURE POLICY FOR COLLEGE PERSONNEL AND STUDENTS

Bladen Community College (BCC) recognizes an electronic signature as a valid signature from employees and students. An electronic signature is defined as any electronic process signifying an approval to terms, and/or ensuring the integrity of the document, presented in electronic format. Students use electronic signatures to check financial aid awards, obtain unofficial transcripts, update contact information, submission of class work, tests, etc. Employees use electronic signatures for submitting grades, viewing personal payroll data, logging into campus computers and accessing protected data through the administrative computing system etc.

Electronic signatures are subject to Conditions 1 and 2 below:

Condition 1: Campus Network Username and Password

- Institution provides employees with a unique username.
- The employee sets his or her own password.
- Employee logs into the employee network and secure site using both the username and the password on the PC they are at using active directory.
- Students are on their own VLAN, separate from the staff/employee network. Students use their username and passwords for online classes, student email and webadvisor access or for any other student information that they need.

Condition 2: Student/Employee Login ID and Personal Identification Number (PIN)

- Institution provides student or employee with a unique PIN.
- Student or employee sets his or her own PIN.
- Student or employee logs into a secure site using both the login ID and PIN.

It is the responsibility and obligation of each individual to keep their passwords and PIN private so others cannot use their credentials. This is further explained in the Policy for the Allocation and Use of Computers, Networks and Information Systems and the BCC Student Catalog section on "Computer Acceptable Use Policy".

Once logged in, the student or employee is responsible for any information they provide, update, or remove. BCC will take steps to ensure both the passwords and PIN are protected and kept confidential. Furthermore, users are responsible for logging out of all systems and exercising the necessary precautions when using publicly accessible computers.

This policy is in addition to all applicable federal and state statutes, policies, guidelines, and standards.

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	\$ 1104.00
Students taking less than 16 credit hours (per credit hour)	\$ 69.00
Out-of-state (16 or more credit hours)	\$ 4176.00
Out-of-state (less than 16 credit hours) (per credit hour)	\$ 261.00

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	\$ 20.00
Less than 12 credit hours per semester	\$ 12.50

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

Graduation Fee	
(Curriculum Diploma/Associate Degree)	\$20
(Late Fee)	\$10
(Curriculum Certificate)	\$5
Off-Site Physical Education Fee	\$20 per semester per course taken off-site
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	
(Health classes)	\$13 per year
Student Accident Insurance	\$1.25 per semester

***NOTE:** BCC charges no fees solely associated with distance courses.

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 Career & College Promise 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 Associate Vice President for Student Services.

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>

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.

Financial Aid Eligibility

To receive financial aid students must:

- Complete the FAFSA online application and qualify for financial aid.
- Have a high school diploma or GED certificate, meet other standards the state establishes that the Department of Education approves, or complete a high school education in a home setting that is treated as such under law.
- Be working toward a degree or diploma in an eligible program.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Register with the Selective Service. Students may register on line at www.sss.gov or call 1-847-688-6888 (TTY users may call 1-847-688-2567).
- Maintain Satisfactory Academic Progress (SAP).
- Certify that you are not currently in default on a federal loan and do not owe money on a federal student grant.
- Certify that you will use federal student aid only for educational purposes.

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.

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.

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

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 Financial Aid Appeals Committee 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.

NC State Grant Return Policy

The North Carolina State Education Assistance Authority (NCSEAA) along with College Foundation Incorporated (CFI) has established a return policy for state-funded grants. State grants at Bladen Community College include the Community College Grant and the Education Lottery Scholarship. This policy is not the same as the Bladen Community College refund policy. State grants are awarded to students contingent upon completion of the semester. State grant recipients who withdraw from class, stop attending, drop out, or are dismissed/suspended from class prior to or at the 35% point of the semester will owe a repayment.

State grant return calculations are based on the student's last date of recorded attendance and/or class participation. The Financial Aid Office will be responsible for performing the calculation. If it is determined that a portion of the financial aid received by the student is unearned, the College is required to return the unearned funds back to the State within 45 days. Notification will be sent to the student by mail. The amount of the return (repayment) will be due by the student in full when notification is received. In addition, no student shall be permitted to register for a new term at the institution until she/he has repaid the debt in full.

High School Transcript Required for Financial Aid

An official High School/GED/Adult High School/ or home school transcript is required to be on file in the Bladen Community College's Admissions Office to award financial aid.

Developmental Studies

A student may attempt up to 30 credit hours of developmental coursework with the assistance of financial aid. Any developmental hours beyond the 30 credit hour limit will not be included in the student's enrollment status calculation.

Repeated Courses

Repeated courses count as credit hours attempted for each enrollment. If a student has passed a course but repeats it one time after receiving a passing grade, the credits will be counted as part of the student's enrollment for the purpose of financial aid. Subsequent repetition of the same course will *not* be counted for the purpose of financial aid.

Financial Aid Eligible Programs

The following programs are financial aid eligible:

- All Associate Degree programs
- All Diplomas with the exception of the College Transfer Diploma
- The BLET Certificate is the only certificate program eligible.

Lifetime Eligibility for Federal Pell Grant

A new regulation (Consolidate Appropriations Act of 2012) effective July 1, 2012 limits the receipt of a Pell Grant to a lifetime limit of up to 6 full-time years (600%) which is equal to 12 full-time semesters. The U.S. Department of Education will track the limits for student's eligibility. The 600% total eligibility applies to all schools and colleges. If a student has exceeded the 12-semester/600% maximum, he/she will be ineligible for any additional Pell Grant and other federal and state funds. There is NO grandfather clause nor an appeal process for LEU based on Federal Regulations. There is no exception to this regulation.

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 student academic progress.

VA 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.

More information can be found at http://www.bladenc.edu/student_services/va_services.php.

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 Associate Vice President for Academic Services is 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.

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 speak to a counselor in the Office of Student Services at any time or schedule a confidential conference to discuss personal concerns. Counselors can 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 five 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.

More information can be found in the BCC Disability Services Handbook, found at

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 \$13.00 per year (subject to change). The student is personally responsible for all expenses associated with the rendered emergency services.

CAREER GUIDANCE CENTER

The Student Services Counselors assist students and alumni in developing their career objectives. These 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, the disabled, and other special populations.

Students in need of career guidance are encouraged to take advantage of six career assessments offered at no charge on www.cfnc.org by going to **Plan for Career** and choosing the **Learn About Yourself** page.

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 inquire at 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.

Records of progress are kept by this 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.

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.

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.

2013 Academic Excellence Award Recipient



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. The College provides security on campus during regular operating hours. In addition, a security system is in operation on the Dublin campus. The system is monitored through Security Central.
2. The Security Officers have portable radios and constantly patrol. Should any event requiring security occur, the officers can be contacted by the college receptionist or personnel in the college administration building. Security officers inform the receptionist of their location. The receptionist uses the radio to contact officers as needed. Events are reported to appropriate personnel. Security escorts are available to walk students, faculty, and staff to their cars at night. The college receptionists 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	2008	2009	2010	Hate Crimes
Murder /Non-negligent manslaughter	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	3	0	0

Burglary	0	0	5	0
Motor vehicle theft	0	0	0	0
Arson	0	0	0	0
Illegal weapons possession	2	0	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 Executive Vice President. 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-leveled 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 the College's network, computers and/or software, and/or the use of same to access and/or distribute any and all types of pornographic materials; for the purpose of cyber-bullying; or for sales or solicitation.
- 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, disability 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 Executive Vice President within five working days. The Executive Vice President 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 Executive Vice President 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 Executive Vice President. The request shall include a copy of the original grievance form and the reason why the Executive Vice President response is unsatisfactory. A copy of the Executive Vice President 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.

Financial Aid Director with student



**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

Course Prefix, No., and Title	Hours Per Week		
	Class	Lab	Credit
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.

AGRIBUSINESS TECHNOLOGY

<u>Course Prefix, No., and Title</u>	Hours Per Week			
	Class	Lab	Clinical	Credit
Fall Semester-1st Year				
AGR 170 Soil Science	2	2	0	3
ANS 150 Animal Health Management	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>
	16	6	0	19
Spring Semester 1st year				
AGR 140 Agricultural Chemicals	2	2	0	3
HOR 164 Hort Pest Management	2	2	0	3
ANS 111 Sustainable Livestock Management	2	2	0	3
ENG 114 Professional Res. & Rep.	3	0	0	3
FOR 175 Wildlife and Environ. Science	2	3	0	3
_____ Humanities/Fine Arts Elective (Select one:	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
HUM 115 or PHI 240)	14	9	0	18
Fall Semester-2nd Year				
AGR 210 Agriculture Accounting	1	4	0	3
AGR 212 Farm Business Management	3	0	0	3
AGR 213 AG Law and Finance	3	0	0	3
BUS 153 Human Resource Management	3	0	0	3
COM 231 Public Speaking	3	0	0	3
MAT 140 Survey of Math.	3	0	0	3
MAT 140A Survey of Mathematics Lab	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	16	6	0	19
Spring Semester-2nd Year				
AGR 214 Agriculture Marketing	3	0	0	3
AGR 262 Weed ID & Control	2	3	0	3
BUS 230 Small Business Management	3	0	0	3
COE 110 World of Work	1	0	0	1
COE 111 Coop Work Experience	0	0	10	1
BUS 135 Principles of Supervision	3	0	0	3
_____ Social Science Elective (Select one:	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
ECO 151 or GEO 111)	15	3	10	17

AGRIBUSINESS TECHNOLOGY CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE: C15100*

<u>Course Prefix, No., and Title</u>	Hours Per Week		
	Class	Lab	Credit
Fall Semester			
AGR 170 Soil Science	2	2	3
AGR 214 Agriculture Marketing	3	0	3
AGR 262 Weed ID & Control	2	3	3

Spring Semester

AGR 212	Farm Business Management	3	0	3
AGR 210	Agriculture Accounting	3	0	3
HOR 164	Horticulture Pest Management	2	2	3
		Total 18 Hours		

AGRIBUSINESS MANAGEMENT CERTIFICATE**CREDENTIAL: CERTIFICATE****CODE: C15100MA**

		Hours Per Week		
Course Prefix, No., and Title		Class	Lab	Credit
Fall Semester				
AGR 212	Farm Business Management	3	0	3
BUS 153	Human Resources Management	3	0	3
Spring Semester				
AGR 214	Agriculture Marketing	3	0	3
ANS 150	Animal Health Management	3	0	3
		Total 12 Hours		

*Career and College Promise pathways

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

		Hours Per Week			
Course Prefix, No., and Title		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**

The 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.

Students that have successfully completed all course requirements as mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission, as well as all requirements mandated by Bladen Community College may be eligible to take the certification exam at the recommendation of the BLET School Director.

In order to successfully complete this course, students must pass the comprehensive state exam administered by the North Carolina Criminal Justice Education and Training Standards Commission. Only students that successfully compete the course are eligible to participate in the BLET Graduation Ceremony.

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.

Enrollment in CJC 100 is the equivalent to enrolling in nineteen (19) semester hours, thus students are considered full-time. This course is approved for financial aid as well as VA benefits.

To qualify for admission into this program, the applicant must have a high school

diploma or the equivalent and complete the BLET application packet.

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

BLET 2013 Graduation



BUSINESS ADMINISTRATION
CREENTIAL 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	3	0	0	3
and				
MAT 161A College Algebra Lab	0	2	0	1
OR				
MAT 140 Survey of Mathematics	3	0	0	3
and				
MAT 140A Survey of Mathematics Lab	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	17	6	0	17

Summer Semester I

MKT 120	Principles of Marketing	3	0	0	3
BUS 135	Principles of Supervision	3	0	0	3
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
ACC 131	Federal Income Taxes	2	2	0	3
ENG 115	Oral Communication	3	0	0	3
OR					
COM 231	Public Speaking	3	0	0	3
ECO 252	Prin of Macroecon	3	0	0	3
MKT 123	Fund. Of Selling	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	4	10	17

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	19
MAJOR COURSES	54
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	74

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>	Hours Per Week		
	Class	Lab	Credit
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	<u>2</u>	<u>2</u>	<u>3</u>
	14	4	16
Summer Term			
MKT 120 Principles of Marketing	3	0	3
BUS 135 Principles of Supervision	3	0	3
	OR		
BUS 230 Small Business Management	<u>3</u>	<u>0</u>	<u>3</u>
	6	0	6

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	06
MAJOR COURSES	35
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	42

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

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
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
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
Required Courses				
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
BUS 153	Human Resource Mgmt	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 prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions

Course work includes instruction in sustainable building and design, print reading, building codes, estimation, construction materials and methods, and other topics related to design and construction occupations.

Graduates should qualify for entry-level jobs in architectural, engineering, construction and professions as well as positions in industry and government.

This program prepares individuals to apply technical knowledge and skills to layout, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. This program includes instruction in technical mathematics, framing, construction materials and selection, job estimating, print reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.

CARPENTRY DIPLOMA CURRICULUM

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>			
	<u>Class</u>	<u>Lab</u>	<u>Clincial</u>	<u>Credit</u>
Fall Semester				
ACA 115 Success & Study Skills	0	2	0	1
BPR 130 Blueprint Reading/Const	3	0	0	3
CAR 111 Carpentry I	3	15	0	8
CAR 114 Residential Bldg Codes	3	0	0	3
MAT 115 Mathematical Models	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
	11	20	0	18
Spring Semester				
CAR 112 Carpentry II	3	15	0	8
CAR 115 Res Planning/Estimating	3	0	0	3
PLU 111 Intro to Basic Plumbing	1	3	0	2
SST 140 Green Bldg & Design Concepts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	10	18	0	16
Summer Term				
ENG 111 Expository Writing	3	0	0	3
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
	5	0	0	5

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	6
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.

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: ASSOCIATE IN ARTS

CODE: A10100

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 college transfer courses. (Ref. 23 NCAC 2E.0204) 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 computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement. Community college graduates who have earned 64 semester hours of academic credit in approved transfer courses with a grade of "C" or better in each course and an overall

GPA of at least 2.0 on a 4.0 scale will receive at least 64 semester hours of academic credit upon admission to a university. Courses may also transfer through bilateral agreements between institutions. Courses offered through bilateral agreements may not transfer to all receiving institutions.

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

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

Course Prefix, No. and Title	Hours Per Week			Credit
	Class	Lab	Clinical	
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				
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		3	3	0	4
	BIO 111	General Biology I				
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	American Gov't	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	Adolescent Psy	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	Weight Training I	0	3	0	1
	PED 120	Walking for Fitness	0	3	0	1
	PED 125	Self-Defense Beginning	0	2	0	1
	PED 128	Golf Beginning	0	2	0	1
	PED 152	Swimming-Beginning	0	2	0	1
C. College Orientation and Computer Proficiency (4 SHC)						
Required:	ACA 122	College Transfer Success	1	0	0	1
Required:	CIS 110	Introduction to Computers	2	2	0	3

D. Electives (totaling 10 SHC)*

*These hours must be selected from the electives listed on pages **93-96**.

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**

Course Prefix, No. and Title	Hours per Week			
	Class	Lab	Clinical	Credit
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
ASL 111 Elem ASL I	3	0	0	3
ASL 112 Elem ASL II	3	0	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
*GER 111 Elem German I	3	0	0	3
*GER 111 Elem German I	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 123 Appalachian Culture	3	0	0	3

HUM 130	Myth in Human Culture	3	0	0	3
HUM 160	Intro to Film	3	0	0	3
MUS 110	Music App	3	0	0	3
MUS 112	Intro to Jazz	3	0	0	3
MUS 113	American Music	3	0	0	3
MUS 210	History of Rock Music	3	0	0	3
MUS 211	History of Country 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

E. Required Math Labs (2 SHC)

MAT 140A	Survey of Math Lab	0	2	0	1
MAT 141A	Math Concepts I Lab	0	2	0	1
MAT 142A	Math Concepts II Lab	0	2	0	1
MAT 151A	Statistics I Lab	0	2	0	1
MAT 161A	Coll Algebra I Lab	0	2	0	1
MAT 162A	Coll Trig Lab	0	2	0	1
MAT 171A	Precalculus Algebra Lab	0	2	0	1
MAT 172A	Precalculus Trig Lab	0	2	0	1
MAT 175A	Precalculus Lab	0	2	0	1

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>			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
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	3	3	0	4
OR				

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

Course Prefix, No., and Title		Hours Per Week			
		Class	Lab	Clinical	Credit
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
MAT 140A	Survey of Mathematics Lab	0	2	0	1
ACA 115	Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		11	13	0	17
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	3	0	0	3
	OR	3	0	0	3
BUS 110	Introduction to Business	3	0	0	3
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	2	2	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>
		10	10	0	15
SEMESTER HOURS REQUIRED TO GRADUATE					
GENERAL EDUCATION COURSES				16	
MAJOR COURSES				51	
OTHER REQUIRED COURSES				<u>01</u>	
TOTAL CREDIT HOURS				68	

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

Course Prefix, No., and Title	Hours Per Week			
	Class	Lab	Clinical	Credit
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
MAT 140A Survey of Mathematics Lab	0	2	0	1
ACA 115 Success & Study Skills	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	14	13	0	20
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	2	2	0	3
DBA 112 Database Utilization	2	2	0	3

CTS 130	Spreadsheet	2	2	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total Semester Hours in Program		13	12	0	18
					38

**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>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</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	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
Total Semester Hours in Program	8	8	0	12

**COMPUTER INFORMATION TECHNOLOGY
DATABASE**

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>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	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
Total Semester Hours in Program	8	9	0	12

**COMPUTER INFORMATION TECHNOLOGY
OPERATING SYSTEMS**

CREDENTIAL: CERTIFICATE

CODE: C252600

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**

<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 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	8	9	0	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	<u>3</u>
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>	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	0	2	0	1
ENG 111 Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	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
MAT 115 Mathematical Models	<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	<u>01</u>
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>	<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	<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	0	24	0	8
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	24	0	15
Summer Term					
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	0	12	0	4
MAT 115	Mathematical Models	<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	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		2-6	12-21	0	9-10

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES 06

MAJOR COURSES 41

OTHER REQUIRED COURSES 01

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 LEVEL I**CREDENTIAL: CERTIFICATE****CODE: C55140X**

<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
OR				
COS 112A Salon I (Part A)	0	9	0	3
AND				
COS 112B Salon I (Part B)	0	15	0	5

COSMETOLOGY LEVEL II**CREDENTIAL: CERTIFICATE****CODE: C55140Y**

<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 113 Cosmetology Concepts II	4	0	0	4
COS 114 Salon II	0	24	0	8
OR				
COS 114A Salon II	0	9	0	3
AND				
COS 114B Salon II	0	15	0	5

COSMETOLOGY CERTIFICATE CURRICULUM**CREDENTIAL: CERTIFICATE****CODE: C55140**

<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
OR				
COS 112A Salon I	0	9	0	3
AND				
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
OR				
COS 114A Salon II	0	9	0	3
AND				
COS 114B Salon II	0	15	0	5
COS 115 Cosmetology Concepts III	4	0	0	4
COS 116 Salon III	0	12	0	4
COS 118 Salon IV	0	21	0	7
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.

Course Prefix, No., and Title	Hours per Week			
	Class	Lab	Clinical	Credit
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>	Hours Per Week			
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester -1st Year				
ACA 115 Success & Study Skills	0	2	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>
	14	4	0	16
Spring Semester-1st Year				
ENG 111 Expository Writing	3	0	0	3
POL ____ Political Science Req. (Select one:	3	0	0	3
POL 110, POL 120, POL 130, POL 210, POL 220)				
____ **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	3	0	0	3
MAT 140A Survey of Mathematics Lab	0	2	0	1
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>
		18	4	0	20
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
CJC 225	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 93-96.**

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 EDUCATION

CREDENTIAL: NONE

CODE: NONE

Developmental Education at Bladen Community College supports the open-door admissions policy. Some students may find themselves under-prepared for their chosen programs of study. Developmental Education enables those persons to acquire the knowledge, skills, and behaviors that are necessary for college-level work, giving them a good probability of success in subsequent learning experiences.

The majority of developmental courses are in the areas of reading, writing, and mathematics, with enrollment in these courses based on the college placement testing for those areas. Enrollment in other developmental courses is based on

testing or skills assessment specific to the content area(s) included in the learner's chosen program of study. Instruction in positive learner behaviors, such as test taking, time management and study skills, is provided in both formal and informal settings. Counseling, tutoring, and other academic and personal resource development activities and services are provided.

The implementation of the developmental math redesign begins in the Fall of 2013. The new curriculum will be a modular approach. The modules will be rich in context and conceptual understanding. Developmental students will be able to complete the curriculum in an academic year. The new curriculum will be flexible to allow students to complete their required developmental math requirements at a pace that is appropriate to their needs and knowledge.

Upon *successful completion of Developmental Education* 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 EDUCATION 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 075A Reading & Language Essen Lab	0	2	0	1
ENG 080 Writing Foundations	3	2	0	4
ENG 085 Reading & Writing Found	5	0	0	5
ENG 085A Reading & Writing Found Lab	0	2	0	1
ENG 090 Composition Strategies	3	0	0	3
ENG 095 Reading & Composition Strategies	5	0	0	5
ENG 095A Reading & Composition Strategies Lab	0	2	0	1
DMA 010 Operations With Integers	0.75	0.5	0	1
DMA 020 Fractions and Decimals	0.75	0.5	0	1
DMA 030 Propor/Ratio/Rate/Percent	0.75	0.5	0	1
DMA 040 Express/Lin Equat/Inequal	0.75	0.5	0	1
DMA 050 Graphs/Equation of Line	0.75	0.5	0	1
DMA 060 Polynomial/Quadratic Appl	0.75	0.5	0	1
DMA 070 Rational Express/Equation	0.75	0.5	0	1
DMA 080 Radical Express/Equations	0.75	0.5	0	1
RED 080 Intro to College Reading	3	2	0	4
RED 090 Improved College Reading	3	2	0	4

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 EDUCATION

CREDENTIAL: A. A. S.

CODE: A55220

The Early Childhood Education 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 EDUCATION 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	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	16	2	0	17
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	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	4	0	17

Fall Semester-2nd Year

MAT 115	Mathematical Models	2	2	0	3
	OR				
MAT 140	Survey of Mathematics	3	0	0	3
	AND				
MAT 140A	Survey of Mathematics Lab	0	2	0	1
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	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		16	4	0	18

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	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	11	0	17

**** See General Education Electives on pages 93-96.**

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION	16
MAJOR COURSES	52
OTHER REQUIRED 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.

ADMINISTRATOR EARLY CHILDHOOD CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE C55220A

Hours Per Week

Course Prefix, No., and Title	Class	Lab	Clinical	Credit
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	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	13	2	0	14

LEAD TEACHER EARLY CHILDHOOD CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE C55220T

Course Prefix, No., and Title		Hours Per Week			
		Class	Lab	Clinical	Credit
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	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	2	0	14

ELECTRICAL SYSTEMS TECHNOLOGY

CREDENTIAL: A.A.S.

CODE: A35130

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, 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 field as an on-the-job trainee or apprentice assisting in the layout, installation and maintenance of electrical 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.

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

ELECTRICAL SYSTEMS TECHNOLOGY A.A.S. CURRICULUM

Course Prefix, No., and Title		Hours Per Week			
		Class	Lab	Clinical	Credit
Fall Semester I					
ELC 112	DC/AC Electricity	3	6	0	5
ELC 113	Basic Wiring I	2	6	0	4
ACA 115	Success & Study Skills	0	2	0	1
CIS 110	Intro to Computers	2	2	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	16	0	16
Spring Semester I					
ELC 117	Motors & Controls	2	6	0	4

ELN 229	Industrial Electronics	3	3	0	4
ELC 114	Basic Wiring II	2	6	0	4
MAT 121	Algebra/Trigonometry I	2	2	0	3
ENG 114	Prof Res & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	17	0	18
Fall Semester II					
HUM 115	Critical Thinking	3	0	0	3
ELC 115	Industrial Wiring	2	6	0	4
ELC 128	Intro to PLC	2	3	0	3
ELN 133	Digital Electronics	3	3	0	4
ELC 213	Instrumentation	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		13	14	0	18
Spring Semester II					
PSY 150	General Psychology	3	0	0	3
ELC 228	PLC Applications	2	6	0	4
ELC 229	Applications Project	1	3	0	2
COE 111	Co-op Work Experience I	0	10	0	1
PHY 121	Applied Physics I	3	2	0	4
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		11	21	0	16

TOTAL SEMESTER HOURS IN PROGRAM

68

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 SYSTEMS TECHNOLOGY

CREDENTIAL: DIPLOMA

CODE: D35130

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, 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 field as an on-the-job trainee or apprentice assisting in the layout, installation and maintenance of electrical 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 SYSTEMS TECHNOLOGY
DIPLOMA CURRICULUM**

Course Prefix, No., and Title	Hours Per Week			
	Class	Lab	Clinical	Credit
Fall Semester				
ELC 112 DC/AC Electricity	3	6	0	5
ACA 115 Success & Study Skills	0	2	0	1
ELC 113 Basic Wiring I	2	6	0	4
ELC 128 Intro to PLC	2	3	0	3
CIS 110 Intro to Computers	2	2	0	3
ENG 111 Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	12	19	0	19
Spring Semester				
ELC 117 Motors & Controls	2	6	0	4
MAT 121 Algebra/Trigonometry I	2	2	0	3
ISC 112 Industrial Safety	2	0	0	2
ELC 229 Applications Project	1	3	0	2
ELN 229 Industrial Electronics	3	3	0	4
ELC 114 Basic Wiring II	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
	11	15	0	16

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	06
MAJOR COURSES	31
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	<u>38</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 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 SYSTEMS TECHNOLOGY

CREDENTIAL: CERTIFICATE-ELECTRICITY CODE: C35220E

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, 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 field as an on-the-job trainee or apprentice assisting in the layout, installation and maintenance of

electrical 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 Electricals Systems Technology Program upon approval by the high school principal and the college admission office.

**ELECTRICAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

Hours Per Week

<u>Course Prefix, No., and Title</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	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
	5	12	0	9
Spring Semester				
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>
	4	6	0	6

SEMESTER HOURS REQUIRED TO GRADUATE

MAJOR COURSES	13
OTHER REQUIRED COURSES	<u>02</u>
TOTAL CREDIT HOURS	15

ELECTRICAL SYSTEMS TECHNOLOGY

CREDENTIAL: CERTIFICATE-INDUSTRIAL CONTROLS CODE: C35220I

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, 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 field as an on-the-job trainee or apprentice assisting in the layout, installation and maintenance of electrical 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 Electricals Systems Technology Program upon approval by the high school principal and the college admission office.

**ELECTRICAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

Hours Per Week

<u>Course Prefix, No., and Title</u>		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
Fall Semester					
ELC 128	Intro to PLC	2	3	0	3
ELC 112	DC/AC Electricity	<u>3</u>	<u>6</u>	<u>0</u>	<u>5</u>
		5	9	0	8

Spring Semester

ELC 117	Motors and Controls	2	6	0	4
ELC 213	Instrumentation	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		5	8	0	8

SEMESTER HOURS REQUIRED TO GRADUATE

MAJOR COURSES	16
OTHER REQUIRED COURSES	<u>00</u>
TOTAL CREDIT HOURS	16

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>Hours Per Week</u>			
		<u>Class</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.

Course Prefix, No., and Title	Class	Hours Per Week		
		Lab	Clinical	Credit
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 (6 SHC)				
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.

GENERAL OCCUPATIONAL TECHNOLOGY

<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			

HOSPITALITY MANAGEMENT

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

CREDENTIAL: A.A.S

CODE: A25110

This curriculum prepares individuals 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 guest services, leadership, management, restaurant operations, lodging operations, marketing, sanitation, food preparation, food and beverage management and other critical areas.

Graduates should qualify for management or entry-level supervisory positions in food and lodging operations, including restaurants, foodservice, beverage service, catering, front office, reservations, and housekeeping. Opportunities are also available in product services, and technology support and sales.

***Bladen Community College is authorized to offer select courses leading to an Associate in Applied Science Degree in Hospitality 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.**

HOSPITALITY MANAGEMENT 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>
ACA 115 Success & Study Skills	0	2	0	1
CIS 110 Intro. to Computers	2	2	0	3
ENG 111 Expository Writing	3	0	0	3
ACC 120 Prin of Financial Account	3	2	0	4
BUS 110 Introduction to Business	3	0	0	3
CTS 130 Spreadsheet	2	2	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
ECO 251 Prin of Microeconomics	3	0	0	3
_____ Humanities/Fine Arts Elective	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 CURRICULUM

Course prefix, No., and Title		Hours per Week		
		Class	Lab	Credit
Fall Semester I				
ELC 112	DC/AC Electricity	3	6	5
ELC 113	Basic Wiring I	2	6	4
ACA 115	Success & Study Skills	0	2	1
ISC 132	Manufacturing Quality Control	2	3	3
MNT 110	Intro to Maint Procedures	<u>1</u>	<u>3</u>	<u>2</u>
		8	20	15
Spring Semester I				
ELC 117	Motors & Controls	2	6	4
COM 231	Public Speaking	3	0	3
BPR 111	Blueprint Reading Mechanical	1	2	2
ISC 112	Industrial Safety	2	0	2
PLU 111	Intro to Basic Plumbing	1	3	2
PSY 150	General Psychology	3	0	3
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>2</u>
		13	14	18
Summer Session				
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>3</u>
		2	2	3
Fall Semester II				
ELC 115	Industrial Wiring	2	6	4
ELC 128	Intro to PLC	2	3	3
AHR 120	HVACR Maintenance	1	3	2
HYD 110	Hydraulics/Pneumatics I	2	3	3
MNT 160	Industrial Fabrication	1	3	2
_____	*Focused Elective from list below	<u>1-4</u>	<u>0-6</u>	<u>2-4</u>
		9-12	18-24	16-18
Spring Semester II				
ENG 111	Expository Writing	3	0	3
MNT 150	Basic Building Maintenance	1	3	2
MNT 165	Mechanical Industrial Sys	1	3	2
MNT 230	Pumps and Piping Systems	1	3	2
MAT 121	Algebra/Trigonometry I	2	2	3
HUM 115	Critical Thinking	3	0	3
_____	*Focused Elective from list below	<u>1-4</u>	<u>0-6</u>	<u>2-4</u>
		12-15	11-17	17-19
Total Semester Hours in Program		69-73		

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.

***NOTE: Focused elective courses selected from following list:**

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 114 Basic Wiring II	2	6	4
ELC 213 Instrumentation	3	2	4
ELC 228 PLC Applications	2	6	4
ELN 133 Digital Electronics	3	3	4
ELN 229 Industrial Electronics	3	3	4
ISC 135 Principles of Industrial Management	4	0	4
MEC 110 Intro to CAD/CAM	1	2	2
MEC 111 Machine Processes I	1	4	3
MEC 112 Machine Processes II	2	3	3
MEC 128 CNC Machining Processes	2	4	4
MEC 142 Physical Metallurgy	1	2	2
MNT 111 Maintenance Practices	2	2	3
MNT 220 Rigging & Moving	1	3	2
MNT 270 Bioprocess Equip Maint	1	3	2
PHY 121 Applied Physics I	3	2	4
SST 140 Green Building & Design Concepts	3	0	3
WLD 110 Cutting Processes	1	3	2
WLD 121 GMAW (Mig) Plate	2	6	4
WLD 131 GTAW (Tig) Plate	2	6	4

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.

**INDUSTRIAL SYSTEMS TECHNOLOGY
DIPLOMA CURRICULUM**

Course Prefix, No. And Title	Hours Per Week		
	Class	Lab	Credit
Fall Semester			
ELC 112 DC/AC Electricity	3	6	5
ACA 115 Success & Study Skills	0	2	1
AHR 120 HVACR Maintenance	1	3	2
MNT 110 Intro to Maintenance Procedures	1	3	2
HYD 110 Hydraulics/Pneumatics I	2	3	3
ENG 111 Expository Writing	3	0	3
MNT 160 Industrial Fabrication	<u>1</u>	<u>3</u>	<u>2</u>
	11	20	18
Spring Semester			
ELC 117 Motors & Controls	2	6	4
BPR 111 Blueprint Reading Mechanical	1	2	2
WLD 112 Basic Welding Processes	1	3	2
MAT 121 Algebra/Trigonometry I	2	2	3
PLU 111 Basic Plumbing	1	3	2
MNT 165 Mechanical Industrial Systems	1	3	2
MNT 150 Basic Building Maintenance	<u>1</u>	<u>3</u>	<u>2</u>
	9	22	17
Summer Semester			
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	2	0	2

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	06
MAJOR COURSES	30
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	37

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: REFER TO SPECIFIC PROGRAM

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 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-BIO-TECH MAINTENANCE CODE: C50240B

<u>Course Prefix, No. and Title</u>	Hours Per Week		
	Class	Lab	Credit
Fall Semester			
ELC 128 Intro to PLC	2	3	3
AHR 120 HVACR Maintenance	1	3	2
MNT 110 Intro to Maintenance Procedures	<u>1</u>	<u>3</u>	<u>2</u>
	6	9	7
Spring Semester			
BPR 111 Print Reading	1	2	2
MNT 270 Bioprocess Equip Maint	1	3	2
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	4	5	6
Total Semester Hours in Program	13		

INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM
CREDENTIAL: CERTIFICATE-CNC MACHINING CODE: C50240CM

<u>Course Prefix, No. and Title</u>	Hours Per Week		
	Class	Lab	Credit
Fall Semester			
BPR 111 Blueprint Reading Mechanical	1	2	2
MNT 110 Intro to Maint. Procedures	1	3	2

MEC 111	Machine Processes I	1	4	3
MEC 110	Intro to CAD/CAM	<u>1</u>	<u>2</u>	<u>2</u>
		4	11	9
Spring Semester				
MEC 142	Physical Metallurgy	1	2	2
MEC 112	Machine Processes II	2	3	3
MEC 128	CNC Machining Processes	<u>2</u>	<u>4</u>	<u>4</u>
		5	9	9
Total Semester Hours in Program		18		

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-FACILITIES MAINTENANCE CODE: C50240F

<u>Course Prefix, No. and Title</u>		<u>Hours Per Week</u>		
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester				
AHR 120	HVACR Maintenance	1	3	2
ELC 113	Basic Wiring I	2	6	4
MNT 110	Introduction to Maint. Procedures	<u>1</u>	<u>3</u>	<u>2</u>
		4	12	8
Spring Semester				
BPR 111	Blueprint Reading	1	2	2
PLU 111	Basic Plumbing	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
Total Semester Hours in Program		16		

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-HVACR MAINTENANCE CODE: C50240H

<u>Course Prefix, No. and Title</u>		<u>Hours Per Week</u>		
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester				
AHR 120	HVACR Maintenance	1	3	2
ELC 112	DC/AC Electricity	3	6	5
MNT 110	Intro to Maintenance Procedures	<u>1</u>	<u>3</u>	<u>2</u>
		5	12	9
Spring Semester				
BPR 111	Blueprint Reading	1	2	2
ELC 117	Motors and Controls	2	6	4
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
		5	8	8
Total Semester Hours in Program		17		

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-MECHANICAL

CODE: C50240M

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester			
HYD 110 Hydraulics/Pneumatics I	2	3	3
MNT 220 Rigging and Moving	1	3	2
MNT 110 Intro to Maintenance Procedures	<u>1</u>	<u>3</u>	<u>2</u>
	4	9	7
Spring Semester			
BPR 111 Blueprint Reading	1	2	2
MNT 165 Mechanical Industrial Systems	1	3	2
WLD 112 Basic Welding Processes	1	3	2
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	5	8	8
Total Semester Hours in Program			15

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-INDUSTRIAL PROCESS

CODE: C50240P

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester			
ELC 128 Intro to PLC	2	3	3
HYD 110 Hydraulics/Pneumatics I	2	3	3
MNT 110 Intro to Maintenance Procedures	<u>1</u>	<u>3</u>	<u>2</u>
	5	9	8
Spring Semester			
BPR 111 Blueprint Reading	1	2	2
MNT 230 Pumps and Piping Systems	1	3	2
MNT 270 Bioprocess Equipment Maint.	1	3	2
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
	5	8	8
Total Semester Hours in Program			16

**INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE-MACHINING

CODE: C50240V

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
Fall Semester			
BPR 111 Blueprint Reading	1	2	2
ELC 112 DC/AC Electricity	3	6	5
MNT 110 Introduction to Maint. Procedures	<u>1</u>	<u>3</u>	<u>2</u>
	5	11	9
Spring Semester			
HYD 110 Hydraulics/Pneumatics I	2	3	3

MEC 111	Machine Processes I	1	4	3
MEC 112	Machine Processes II	<u>2</u>	<u>3</u>	<u>3</u>
		5	10	9
Total Semester Hours in Program		18		

INFANT / TODDLER CARE

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.

INFANT / TODDLER CARE 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>
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

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</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

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

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

NAS 105	Life Span Changes***	2	0	0	2
	OR				
CIS 113	Computer Basics	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		7	2-4	3	8-9
Spring Semester~ Thirty (30) Day Session*					
NAS 101	Nursing Assistant I***	3	2	3	5
NAS 103	Home Health Care***	2	0	0	2
NAS 105	Life Span Changes***	2	0	0	2
	OR				
CIS 113	Computer Basics	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		7	2-4	3	8-9
Spring Semester~ Fifty (50) Day Session **					
NAS 102	Nursing Assistant II	3	2	6	6
	<i>Must be currently listed as NA I with State of North Carolina</i>				
NAS 106	Geriatrics	<u>2</u>	<u>0</u>	<u>3</u>	<u>3</u>
		5	2	9	9
Summer Semester~Forty (40) Day Session*					
NAS 101	Nursing Assistant I***	3	2	3	5
NAS 103	Home Health Care***	2	0	0	2
NAS 105	Life Span Changes***	2	0	0	2
	OR				
CIS 113	Computer Basics	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		7	2-4	3	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.

***High School Diploma or GED is a pre-requisite

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

Course Prefix, No. and Title	Hours Per Week				
	Class	Lab	Clinical	Credit	
Fall Semester~1st Year					
ACA 115	Success & Study Skills	0	2	0	1
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
OST 131	Keyboarding	1	2	0	2
OST 153	Office Finance Solutions	1	2	0	2
_____	Business Technology Elective	<u>1-3</u>	<u>0-2</u>	<u>0</u>	<u>3</u>
	(Choose from list on pgs. 136-137)	10-12	10-12	0	17
Spring Semester~1st Year					
BUS 260	Business Communications	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
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 184	Records Management	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		14	8	0	18
Fall Semester~2nd Year					
ACC 120	Prin of Financial Acct	3	2	0	4
OST 223	Administrative Office Transcript I	2	2	0	3
OST 286	Professional Development	3	0	0	3
ENG 115	Oral Communication	3	0	0	3
	OR				
COM 110	Intro to Communication	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MAT 140A	Survey of Mathematics Lab	0	2	0	1
_____	Business Technology Elective	<u>1-3</u>	<u>0-2</u>	<u>0</u>	<u>3</u>
	(Choose from list on pg. 136-137)	18-20	6-8	0	23
Spring Semester~2nd Year					
COE 111	Co-op Work Experience I	0	0	10	1
OST 233	Office Publications Design	2	2	0	3
OST 289	Administrative Office Mgt	2	2	0	3
_____	Business Technology Elective	1-3	0-2	0	3
	(Choose from list on pg. 136-137)				
_____	Humanities/Fine Arts Elect (Select one: HUM 115, ENG 125, or PHI 240)	3	0	0	3

_____ Social/Behav Sciences Elective (**Select one:** 3 0 0 3
ECO 251, POL 110, or PSY 150) **11- 13 4-6 10 16**

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	16
MAJOR COURSES	54
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	71

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

CREDENTIAL: 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				
ACA 115 Success & Study Skills	0	2	0	1
ACC 120 Prin of Financial Acct	3	2	0	4
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
OST 153 Office Finance Solutions	1	2	0	2

_____	Business Technology Elective (Choose one from list on page 136-137)	<u>1-3</u> 12-14	<u>0-2</u> 10-12	<u>0</u> 0	<u>3</u> 19
-------	--	---------------------	---------------------	---------------	----------------

Spring Semester

BUS 260	Business Communication	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
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 184	Records Management	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		14	8	0	18

Summer Term

OST 289	Administrative Office Mgt	2	2	0	3
_____	Business Technology Elective (Choose one from list on page 136-137)	1-3	0-2	0	3
_____	General Education Elective (Choose one from list below PSY 150, ECO 251, POL 110, MAT 140 & MAT 140A, HUM 115, ENG 125, PHI 240)	<u>3</u> 6-8	<u>0-2</u> 2-6	<u>0</u> 0	<u>3-4</u> 9-10

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION COURSES	6-7
MAJOR COURSES	39
OTHER REQUIRED COURSES	<u>01</u>
TOTAL CREDIT HOURS	46-47

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 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 122 Office Computations	1	2	0	2
OST 132 Keyboard Skillbuilding	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 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 236	Adv Word/Information Processing	2	2	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 131	Keyboard	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**

Course Prefix, No. and Title	Hours Per Week		
	Class	Lab	Credit
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>
	11	4	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**

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
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>
	13	6	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**

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
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>
		8	8	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.

Course Prefix, No. and Title		Hours Per Week		
		Class	Lab	Credit
CIS 110	Intro to Computers	2	2	3
OST 136	Word Processing	2	2	3
OST 137	Office Software Applications	2	2	3
OST 233	Office Publications Design	<u>2</u>	<u>2</u>	<u>3</u>
		8	8	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>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
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>
	17	2	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**

<u>Course Prefix, No. and Title</u>	<u>Hours Per Week</u>		
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
OST 134 Text Entry & Formatting	2	2	3
OST 136 Word Processing	2	2	3
OR			
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>
	14	2	18

PHYSICAL THERAPIST ASSISTANT

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

CREDENTIAL: A.A.S

CODE: A45620

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

***Bladen Community College is authorized to offer select courses leading to an Associate in Applied Science Degree in Physical Therapist Assistant through a collaborative agreement with Fayetteville Technical Community College. Students must fulfill select admissions requirements to be accepted and to enroll into the Physical Therapist Assistant program at Fayetteville Technical Community College. Fayetteville Technical Community College will award the Associate in Applied Science Degree to any student successfully completing all the state requirements of their program.**

PHYSICAL THERAPIST ASSISTANT

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>			<u>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	
ACA 115 Success & Study Skills	0	2	0	1
BIO 168 Anatomy & Physiology I	3	3	0	4
CIS 113 Computer Basics	0	2	0	1
ENG 111 Expository Writing	3	0	0	3
BIO 169 Anatomy & Physiology II	3	3	0	4
BIO 275 Microbiology	3	3	0	4
PSY 150 General Psychology	3	0	0	3
PSY 241 Developmental Psychology	3	0	0	3
ENG 115 Oral Communication	3	0	0	3
OR				
COM 231 Public Speaking	3	0	0	3
_____ Humanities/Fine Arts Elective	3	0	0	3

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>Credit</u>
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	
Fall Semester				
NUR 101 Practical Nursing I	7	6	6	11
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>
	13	11	6	19
Spring Semester				
NUR 102 Practical Nursing II	8	0	12	12
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>
	14	3	12	19

Summer Semester

NUR 103	Practical Nursing III	$\frac{6}{6}$	$\frac{0}{0}$	$\frac{12}{12}$	$\frac{10}{10}$
---------	-----------------------	---------------	---------------	-----------------	-----------------

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.

Nursing Student at Pinning Ceremony



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

Course Prefix, No., and Title	Hours Per Week			Credit
	Class	Lab	Clinical	
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	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	16	2	0	17
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	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
	18	2	0	19
Fall Semester-2nd Year				
MAT 115 Mathematical Models	2	2	0	3
OR				
MAT 140 Survey of Mathematics	3	0	0	3
AND				

MAT 140A	Survey of Mathematics Lab	0	2	0	1
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	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15-16	6	0	18

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	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		11-12	11	0	15-16

**** See General Education Electives on pages 93-96.**

SEMESTER HOURS REQUIRED TO GRADUATE

GENERAL EDUCATION	15
MAJOR COURSES	53-54
OTHER RELATED COURSES	<u>01</u>
TOTAL CREDIT HOURS	69-70

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 CERTIFICATE CURRICULUM

CREDENTIAL: CERTIFICATE

CODE: C55440G

<u>Course Prefix, No., and Title</u>	<u>Hours Per Week</u>				
	<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>	
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					
OR					
PSY 245 Child Development II	3	0	0	3	
EDU 235 School-Age Dev & Program	3	0	0	3	
CIS 113 Computer Basics	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	
		15	2	0	16



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>		Hours Per Week			
		Class	Lab	Clinical	Credit
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 110	Intro to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		8	21	0	16
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
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
COM 231	Public Speaking	3	0	0	3
PSY 150	General Psychology	<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 231	GTAW (Tig) Pipe	1	6	3	3
WLD 251	Fabrication II	1	6	0	3
HUM 115	Critical Thinking	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	21	3	13

****See General Education Electives on pages 93-96.**

SEMESTER HOURS REQUIRED TO GRADUATE	
GENERAL EDUCATION COURSES	15
MAJOR COURSES	53
OTHER REQUIRED COURSES	<u>01</u>
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.

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>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</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 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				
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
ENG 111 Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	9	19	0	16
Summer Term				
WLD 261 Certification Practices	1	3	0	2
WLD 262 Inspection & Testing	2	2	0	3
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
	6	5	0	7

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.

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>		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 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)	6-7	27-30	0	15-17

COMMERCIAL AND INDUSTRIAL WELDING CERTIFICATE PROGRAM

CODE: C50420CI

<u>Course Prefix, No., and Title</u>		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 121	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>		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 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

Course Prefix, No., and Title	Hours Per Week			
	Class	Lab	Clinical	Credit
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	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
(Prereq WLD 115, WLD 121 and WLD 131)	5	24	0	13

***Recommended, but not required courses.**

Academic Fair



Continuing Education Phlebotomy Class



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 is cancelled 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.
- D. There are no refunds for self-supporting courses.

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. Students are responsible for purchasing any special materials required for the class.

Basic Skills Graduation Fee	\$10
Career Readiness Assessment Fee (CRC)	\$10 per assessment
CNA/Phlebotomy Lab Fee	\$10
Computer Technology Fee	\$5 per computer class
CPR Card Fee	\$2/\$4 replacement card
Criminal Background Check Fee (CNA, Phlebotomy, EMT-I, EMT-Paramedic)	\$35
Drug Screening Fee (CNA, Phlebotomy, EMT-I, EMT-Paramedic)	\$35
GED® Testing Fee	\$35

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.

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 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.

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 EXTENSION PROGRAMS

FIRE SERVICE TRAINING

Fire service training is designed to provide firefighters the opportunity to gain technical information and skills in modern firefighting 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 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.

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. Customized Training offers 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. Students 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 \$35. Graduates participate 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.

WORKFORCE INVESTMENT ACT PROGRAMS

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. The WIA programs are housed at the North Carolina Division of Workforce Solutions/JobLink located at 401 Mercer Mill Road, Elizabethtown, NC 28337.

WIA services are available:

Monday - Thursday

8:30 A.M. – 4:30 P.M.

Friday

8:30 A.M. - 3:00 P.M.

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.

**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).*

ACA 122 College Transfer Success 1 0 0 1

Prerequisites: None

Corequisites: None

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. *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 139 Intro to Sustainable Ag 3 0 0 3

Prerequisites: None

Corequisites: None

This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices.

AGR 140 Agricultural Chemicals 2 2 0 3

Prerequisites: 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, sustainable livestock production and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.

ANS 111 Sustainable Livestock Mfy 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers the integration of livestock as part of a sustainable farming system, with emphasis on small-scale production for niche markets and pasture. The course will cover appropriate breed selection, nutrition and living requirements for livestock such as goats, hogs, sheep poultry, and bees. Upon completion, students will recognize appropriate breeds for their farm needs and demonstrate knowledge of small scale livestock production.

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 242 Landscape Painting** 0 6 0 3
 Prerequisites: ART 240
 Corequisites: None
 This course introduces and practices the skills and techniques of open-air painting. Emphasis is placed on techniques of painting summer foliage, skies, and mountains, and the elements of aerial perspective. Upon completion, students should be able to complete an open-air landscape painting employing brush, knife, scumbling, and glazing techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement transferability as a premajor and/or elective course requirement.*
- ART 243 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.*

ASL-AMERICAN SIGN LANGUAGE

ASL 111 Elementary ASL I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in humanities/fine arts.*

ASL 112 Elementary ASL II 3 0 0 3

Prerequisites: ASL 111

Corequisites: None

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in humanities/fine arts.*

ASL 181 ASL Lab 1 0 2 0 1

Prerequisites: None

Corequisites: None

This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and material. Upon completion, student should be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.*

ASL 182 ASL Lab 2 0 2 0 1

Prerequisites: ASL 181

Corequisites: None

This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and material. Upon completion, student should be able to comprehend and respond with increasing proficiency to expressive American Sign Language and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement 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. *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).*

- 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. *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).*
- 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*
- 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.*
- 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 3Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095,
MAT 120, MAT 121, MAT 161, MAT 171,
MAT 175 **OR** (DMA 010 and DMA 020 and
DMA 030 and DMA 040)

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: None
 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.

DMA-DEVELOPMENTAL MATHEMATICS

DMA 010 Operations with Integers 0.75 0.5 0 1
 Prerequisites: None
 Corequisites: None
 This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

DMA 020 Fractions and Decimals 0.75 0.5 0 1
 Prerequisites: DMA 010
 Corequisites: None
 This course provides a conceptual study of the relationship between fractions and

decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

DMA 030 Propor/Ratio/Rate/Percent **0.75 0.5 0 1**

Prerequisites: DMA 010 and DMA 020

Corequisites: None

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.

DMA 040 Express/Lin Equat/Inequal **0.75 0.5 0 1**

Prerequisites: Take one set

Set 1: DMA 010, DMA 020 and DMA 030

Set 2: MAT 060

Corequisites: None

This course provides a conceptual study of the problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

DMA 050 Graphs/Equations of Lines **0.75 0.5 0 1**

Prerequisites: Take one set

Set 1: DMA 010, DMA 020, DMA 030 and DMA 040

Set 2: DMA 040 and MAT 060

Corequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

DMA 060 Polynomial/Quadratic Appl **0.75 0.5 0 1**

Prerequisites: Take one set

Set 1: DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050

Set 2: DMA 040, DMA 050 and MAT 060

Set 3: MAT 060 and MAT 070

Corequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.

DMA 070 Rational Express/Equation 0.75 0.5 0 1

Prerequisites: Take one set

Set 1: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050 **and** DMA 060

Set 2: DMA 040, DMA 050, DMA 060 **and** MAT 060

Set 3: DMA 060, MAT 060 **and** MAT 070

Set 4: DMA 010, DMA 020, DMA 030, DMA 060 **and** MAT 070

Corequisites: None

This course provides a conceptual study of problems involving graphic and algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications.

DMA 080 Radical Express/Equations 0.75 0.5 0 1

Prerequisites: Take one set

Set 1: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050, DMA 060 **and** DMA 070

Set 2: DMA 060, DMA 070, MAT 060 **and** MAT 070

Set 3: DMA 040, DMA 050, DMA 060, DMA 070 **and** MAT 060

Set 4: DMA 010, DMA 020, DMA 030, DMA 060,
DMA 070 **and** MAT 070

Corequisites: None

This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

DMS-DEVELOPMENTAL MATH SHELL

DMS 001 Developmental Math Shell 1 0.75 0.5 0 1

Prerequisites: None

Corequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be one DMA module appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

DMS 002 Developmental Math Shell 2 1.5 1 0 2

Prerequisites: None

Corequisites: None

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be two DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

DMS 003 Developmental Math Shell 3 2.25 1.5 0 3
 Prerequisites: None
 Corequisites: None
 This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be three DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

DMS 004 Developmental Math Shell 4 3 2 0 4
 Prerequisites: None
 Corequisites: None
 This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be four DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

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.*

DRE-DEVELOPMENTAL READING/ENGLISH

DRE 096 Integrated Reading and Writing 2.5 1 0 3

Prerequisites: None

Corequisites: None

This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile® range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs.

DRE 097 Integrated Reading Writing II 2.5 1 0 3

Prerequisites: DRE 096

Corequisites: None

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence.

DRE 098 Integrated Reading Writing III 2.5 1 0 3

Prerequisites: DRE 097

Corequisites: None

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in a Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

DRE 099 Integrated Reading Writing III 2 0 0 2

Prerequisites: DRE 097

Corequisites: ENG 111

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies by complementing, supporting and reinforcing material covered in ENG 111. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in a Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

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 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 229 Industrial Electronics 3 3 0 4

Prerequisites: None

Corequisites: None

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

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 075A Reading & Language Essentials Lab 0 2 0 1

Prerequisites: None

Corequisites: ENG 075

This laboratory provides the opportunity to practice the skills introduced in ENG 075. Emphasis is placed on practical skills for increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to apply those skills in the production of grammatically and syntactically correct sentences.

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 085A Reading & Writing Foundations Lab 0 2 0 1

Prerequisites: ENG 070 and RED 070 OR ENG 075

Corequisites: ENG 085

This laboratory provides the opportunity to practice the skills introduced in ENG 085. Emphasis is placed on practical skills for applying analytical and critical reading skills to a variety of texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective paragraphs.

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 095 Reading & Composition Strategies 5 0 0 5

Prerequisites: ENG 080 and RED 080 OR ENG 085

Corequisites: None

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluation college texts and to compose essays in preparation for college writing.

- ENG 095A Reading & Composition Strategies Lab** 0 2 0 1
 Prerequisites: ENG 080 and RED 080 OR ENG 085
 Corequisites: ENG 095
 This laboratory provides the opportunity to practice the skills introduced in ENG 095. Emphasis is placed on practical skills for applying critical reading skills to narrative and expository texts and on the writing process. Upon completion, students should be able to apply those skills in the production of effective essays in preparation for college writing.
- 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.*

ENG 275 Science Fiction 3 0 0 3

Prerequisites: ENG 112, ENG 113, **OR** ENG 114

Corequisites: None

This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, world view, and science fiction literature. *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.

FOR-FOREST MANAGEMENT

FOR 175 Wildlife/Environmental Studies 2 3 0 3

Prerequisites: None

Corequisites: None

This course provides an overview of wildlife and environmental issues pertaining to the ecological, social, and economic aspects of forestry. Topics include wildlife management, wetland delineation, endangered species detection, protection, landowner rights, liabilities, regulations, and law. Upon completion, students should be able to demonstrate a knowledge of how wildlife and environmental issues affect forestry in the United States.

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.*

GER-GERMAN

GER 111 Elementary German I 3 0 0 3

Prerequisite: None

Corequisites: None

This course introduces the fundamental elements of the German 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 German and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in humanities/fine arts.*

GER 112 Elementary German II 3 0 0 3

Prerequisite: GER 111

Corequisites: None

This course is a continuation of GER 111 focusing on the fundamental elements of the German 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 German and demonstrate further cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in humanities/fine arts.*

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.*

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,
 MAT 095 **OR** (DMA 010 and DMA 020 and DMA 030)
 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,
 MAT 175 **OR** (DMA 010 and DMA 020
 and DMA 030 and DMA 040 and DMA 050)
 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, MAT 095
OR (DMA 010 and DMA 020 and DMA 030
 and DMA 040 and DMA 050)
 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,
MAT 175 **OR** (DMA 010, DMA 020 and
DMA 030 and DMA 040)

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 140A Survey of Mathematics Lab **0 2 0 1**

Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095,
MAT 120, MAT 121, MAT 161, MAT 171,
MAT 175 **OR** (DMA 010, DMA 020 and
DMA 030 and DMA 040)

Corequisites: MAT 140

This course is a laboratory for MAT 140. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.*

MAT 141 Mathematical Concepts I **3 0 0 3**

Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120,
MAT 121, MAT 161, MAT 171, MAT 175 **OR**
(DMA 010, DMA 020 and DMA 030 and DMA 040)

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 141A Mathematical Concepts I Lab** 0 2 0 1
 Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120,
 MAT 121, MAT 161, MAT 171, OR MAT 175
 Corequisites: MAT 141
 This course is a laboratory for MAT 141. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and /or elective course requirement.*
- 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 142A Mathematical Concepts II Lab** 0 2 0 1
 Prerequisites: MAT 141
 Corequisites: MAT 142
 This course is a laboratory for MAT 142. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and /or elective course requirement.*
- 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,
 MAT 175 **OR** (DMA 010, DMA 020 and
 DMA 030 and DMA 040 and DMA 050)
 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 151A Statistics I Lab** **0 2 0 1**
 Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120,
 MAT 121, MAT 140, MAT 161, MAT 171,
 MAT 175 **OR** (DMA 010, DMA 020 and
 DMA 030 and DMA 040 and DMA 050)
 Corequisites: MAT 151
 This course is a laboratory for MAT 151. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and /or elective course requirement.*
- MAT 161 College Algebra** **3 0 0 3**
 Prerequisites: MAT 080, MAT 090, MAT 095 **OR** (DMA
 010, DMA 020 and DMA 030 and DMA 040 and
 DMA 050 and DMA 060 and DMA 070 and DMA 080)
 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 161A College Algebra Lab** **0 2 0 1**
 Prerequisites: MAT 080, MAT 090, MAT 095 **OR** (DMA
 010, DMA 020 and DMA 030 and DMA 040 and
 DMA 050 and DMA 060 and DMA 070 and DMA 080)
 Corequisites: MAT 161
 This course is a laboratory for MAT 161. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and /or elective course requirement.*
- 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 162A College Trig Lab** 0 2 0 1
 Prerequisites: MAT 161
 Corequisites: MAT 162
 This course is a laboratory for MAT 162. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.*
- MAT 171 Precalculus Algebra** 3 0 0 3
 Prerequisites: MAT 080, MAT 090, MAT 095, MAT 161 **OR**
 (DMA 010, DMA 020 and DMA 030 and DMA 040 and
 DMA 050 and DMA 060 and DMA 070 and DMA 080)
 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 171A Precalculus Algebra Lab** 0 2 0 1
 Prerequisites: MAT 080, MAT 090, MAT 095, MAT 161 **OR**
 (DMA 010, DMA 020 and DMA 030 and DMA 040 and
 DMA 050 and DMA 060 and DMA 070 and DMA 080)
 Corequisites: MAT 171
 This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.*
- 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 172A Precalculus Trig Lab** 0 2 0 1
 Prerequisites: MAT 171
 Corequisites: MAT 172
 This course is a laboratory for MAT 172. Emphasis is placed on experiences that

enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.*

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 175A Precalculus Lab 0 2 0 1

Prerequisites: None

Corequisites: MAT 175

This course is a laboratory for MAT 175. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.*

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.*

MEC-MECHANICAL

MEC 111 Machine Processes I 1 4 0 3

Prerequisites: None

Corequisites: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

MEC 112 Machine Processes II 2 3 0 3

Prerequisites: MEC 111

Corequisites: None

This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a specified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts.

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. <i>This course is also available through the Virtual Learning Community (VLC).</i>	
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. *This is a certificate-level course.*

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. *This is a certificate-level course.*

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. *This is a certificate-level course.*

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. *This course is also available through the Virtual Learning Community (VLC).*

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 nursing 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. <i>This is a diploma-level course.</i>					
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 211 Health Care 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, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 Health System 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 grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 Complex Health Concepts 4 3 15 10
 Prerequisites: NUR 111
 Corequisites: NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212
 This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, and entry level nursing care.

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. *This course is also available through the Virtual Learning Community (VLC).*

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. *This course is also available through the Virtual Learning Community (VLC).*

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. *This course is intended for diploma programs.*

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. *This course is intended for diploma programs.*

- 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 134 OR OST 136; AND OST 164
 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 134 OR 136; AND OST 164

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 113 Aerobics 0 3 0 1

Prerequisites: None

Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 117 Weight Training I 0 3 0 1

Prerequisites: None

Corequisites: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 120 Walking for Fitness 0 3 0 1
Prerequisites: None
Corequisites: None
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking 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
Prerequisites: None
Corequisites: None
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

PED 152 Swimming-Beginning 0 2 0 1
Prerequisites: None
Corequisites: None
This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards.

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.*

PHY 251 General Physics I 3 3 0 4

Prerequisites: MAT 271

Corequisites: MAT 272

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in Natural science.*

PHY 252 General Physics II 3 3 0 4

Prerequisites: MAT 272 and PHY 251

Corequisites: None

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in Natural science.*

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 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 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 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 112 Western Religions** 3 0 0 3
 Prerequisites: None
 Corequisites: None
 This course introduces the major western religious traditions. Topics include Zoroastrianism, 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.*
- 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 2 2 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.*

SST-SUSTAINABILITY TECHNOLOGIES

SST 140 Green Bldg & Design Concepts 3 0 0 3
Prerequisites: None
Corequisites: None

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

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 introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery.

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: WLD 110, WLD 115, WLD 116, and WLD 131

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.

Women's Health Day Event



COLLEGE ORGANIZATION

BOARD OF TRUSTEES

Hayes Petteway, Chairman

Elizabethtown

Dennis Troy, Vice-Chairman

Elizabethtown

William Findt - Secretary

Elizabethtown

Mary Andrews

Riegelwood

Albert Beatty

Harrells

Pamela Benton

Bladenboro

Jane Cain

Garland

Shirley Clark

Clarkton

Bruce Dickerson

Elizabethtown

Ricky Leinwand

Elizabethtown

Charles Ray Peterson

Bladenboro

Joan Washington

Bladenboro

Cheryl White-Smith

White Lake

Gary Grady, Attorney

White Lake

OFFICE OF THE PRESIDENT

William Findt, President

Karen Cecil, Administrative Assistant to the President

Jeff Kornegay, Executive Vice President and Vice President for Instruction and Student Services

Jay Stanley, Vice President for Finance

Carolyn Walston, Vice President for Continuing Education

Linda Burney, Foundation Specialist

OFFICE OF THE VICE PRESIDENT FOR CONTINUING EDUCATION

Carolyn Walston, Vice President for Continuing Education

Sondra Guyton, Assistant Vice President for Continuing Education/Director Allied Health

Mary Granger, Administrative Assistant to the VP for Continuing Education

Donald Bryan, Director/Instructor for Emergency Medical Services

Mary Cole, Basic Skills Instructor

Nathan Dowless, Director/Instructor for Fire Services

Katrina Harbison, WIA Program Director

Melissa Hester, Continuing Education Technician

Ruth High, WIA Program Specialist

Brenda Kemp, Administrative Assistant for Occupational Extension Programs

Travis Locklear, Director for Basic Skills

Todd Lyden, Director for Small Business/Customized Training

Hilda McDonald, Continuing Education Registrar

Gloria Purdie, WIA Program Specialist

Gale West, Assessment Retention Specialist

OFFICE OF THE VICE PRESIDENT FOR FINANCE

Jay Stanley, Vice President for Finance

Sheila Dockery, Director of Budgeting

Teresa Hester, Administrative Assistant to the VP for Finance

Carlton Bryan, Information Technology Specialist
Pat Butler, Assistant System Administrator
Cassie Campbell, Bookstore Manager
Geraldine Council, Custodian
Heather Garner, Accounting Specialist
David Gooden, Director of Information Technology
Ginger King, Funds Manager
Lucinda McKoy, Accounts Receivable Specialist
Catherine McLaney, Central Services Technician
Horace McLean, Maintenance Technician
Tiina Mundy, Director of Human Resources
Lisa Neal, Staff Accountant
Phillip Pope, Assistant System Administrator
Bridgette Singletary, Cashier
Leroy Singletary, Maintenance Technician
Bradley Taylor, Director of Facilities
Roy Thompson, Accounts Payable Specialist
Ray White, Custodian
Charles Young, Maintenance Technician

**OFFICE OF THE VICE PRESIDENT FOR INSTRUCTION
AND STUDENT SERVICES**

Jeff Kornegay, Vice President for Instruction and Student Services
Lynn Grey King, Jr., Associate Vice President for Program Services
Cynthia McKoy, Associate Vice President for Academic Services
Barry Priest, Associate Vice President for Student Services
Yvonne Willoughby, Administrative Assistant to the Vice President for Instruction and Student Services
Claudia Anderson, Early Childhood Instructor/Department Chair
Ben Austin, English Instructor
Sharon Autry, Developmental Math Instructor
Joyce Bahhouth, Dean of Arts and Sciences and Developmental Studies
Samantha Benson, Director of Financial Aid
Elsie Blackwell, Cosmetology Instructor
Bruce Blansett, English Instructor
Re Gena Brown, English Instructor
Lee Anne Bryan, Information Systems Instructor/Department Chair
Joyce Cain, Office Systems Technology Instructor
Andrea Carter-Fisher, Records Specialist
Sharon Coe, Business Administration Instructor
Mark Coleman, Business Administration Instructor
Christopher Conner, Math Instructor
Clejetter Cousins, English Instructor
Amy Long Cummings, Nursing Instructor
Twyla Davis, Developmental Reading Instructor/Department Chair
Edward Dent, Dean of Engineering and Business Programs
Lisa DeVane, Chemistry Instructor/Department Chair
Marva Dinkins, Dean of Students

Crystal Dowd, SGA Advisor/Counselor
Clayton Dowless, Welding Instructor
Tina Forrester, Nursing Instructor
Pauline Graham, Business Administration Instructor
Robert Herring, Mathematics/Physics Instructor
Al Hester, Welding Instructor
Harold Hester, Welding Instructor
Nash Hester, Religion/Sociology Instructor
Erin Hinson, Dean of Allied Health and Public Service Programs
Joey Hinson, Psychology Instructor
Harriet Hobbs, Director of Institutional Effectiveness/Planning
Doris Horne, Biology Instructor
David Humphrey, Industrial Maintenance Technology Instructor
Denise Hunsinger, Faculty Secretary
Rebecca James, English Instructor
James Johnson, Library Assistant
Lenora Lacy, Financial Aid/Admissions Secretary
Sharron Latta, Nursing Instructor
Audrey Lewis, Cosmetology Instructor/Department Chair
Pamela Locklear-King, Biology Instructor
Lucy Lowry, Business Administration Instructor
Christine McDonald, Library Assistant
Jack McDuffie, Public Information Officer
Kathleen McGurgan, Distance & Evening Facilitator
Chad McKenzie, Office Systems Technology Instructor
Willerwease McKoy, Faculty Secretary
Linda McLean, Enrollment Specialist
Fordie McNeil, Receptionist
Naomi Miller, Director of East Arcadia Center
William Mitchell, Business Administration Instructor
Sara Neeley, English Instructor
Michelle Norris, Nursing Instructor
Kenneth Oxendine, Electronics Instructor
Samantha Pope, Developmental Math Instructor
Stephen Prince, Business Administration Instructor
Thomas Rains, Counselor/ Coordinator of Testing/Disabilities/Veterans Services
William Resseguie, Biology/Chemistry Instructor
Sherwin Rice, Director of Student Resource Center
Ann Russell, Dean of Distance Learning and Evening Programs
Ray Sheppard, History Instructor
Wendy Sholar, Nursing Instructor
Barbara S. Singletary, Instructor, Cooperative Education Coordinator
Victor Singletary, Electrical/Industrial Maintenance Instructor
Anthony Thomas, Coordinator of Admissions and Recruitment
Cynthia Thompson, Library Assistant
John Trogdon, Criminal Justice Instructor
Faye Turner, Financial Aid Specialist
Clifford Tyndall, History/Geography Instructor

Sally Valentiner, Counselor
Diane Vitale, Administrative Assistant to the Director of Student Resource Center
Diana Walker, Psychology Instructor
Jay Watson, Psychology/Sociology Instructor
Jennifer Whittington, Early Childhood Instructor
Felisa Williams, Developmental English Instructor/LEC Coordinator

ADMINISTRATION, FACULTY AND STAFF

Claudia Anderson, Early Childhood Instructor/Department Chair
B.S., University of North Carolina - Pembroke
M.Ed., University of North Carolina - Greensboro
Ben Austin, English Instructor
B.A., Christian Brothers University
M.A., Loyola University Chicago
Sharon Autry, Developmental Math Instructor
B.S., University of North Carolina - Pembroke
Joyce Bahhouth, Dean of Arts and Sciences and Developmental Studies
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
Elsie Blackwell, Cosmetology Instructor
Cosmetology Diploma, Bladen Community College
A.A.S., Robeson Community College
Bruce Blansett, English Instructor
B.A., University of Virginia-Wise
M.A., Virginia Tech
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, Director/Instructor for Emergency Medical Services
A.A.S., Bladen Community College
B.S., Glendale University
Lee Anne Bryan, Information Systems Instructor/Department Chair
B.S., University of North Carolina - Pembroke
Cisco Certified Network Associate (CCNA)
Cisco Certified Academy Instructor (CCAI)
Cisco Certified Network Academy (CCNA)
M.EGR., North Carolina State University
Linda Burney, Foundation Specialist
A.A.S., Lasell Junior College
Pat Butler, Assistant System Administrator
A.A.S., Bladen Community College
Joyce Cain, Office Systems Technology Instructor

B.S., M.A., University of North Carolina - Pembroke
 B.A., University of North Carolina - Greensboro
 Cassie Campbell, Bookstore Manager
 A.A.S., Bladen Community College
 B.S., Fayetteville State University
 Andrea Carter-Fisher, Records 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, Business Administration Instructor
 B.S., Fayetteville State University
 Mary Cole, Basic Skills Instructor
 B.S., Fayetteville State University
 M.A. Ed., University of Phoenix
 Mark Coleman, Business Administration Instructor
 B.S., University of North Carolina - Pembroke
 M.A. Ed., University of Phoenix
 Christopher Conner, Math Instructor
 B.S., University of North Carolina - Pembroke
 M.A.Ed., University of North Carolina - Pembroke
 Geraldine Council, Custodian
 Diploma, Tar Heel High School
 Clejetter Cousins, English Instructor
 B.A., M.A., East Carolina 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/Department Chair
 B.A., Campbell University
 M.A.Ed., University of North Carolina - Pembroke
 Edward Dent, Dean of Engineering and Business Programs
 B.S., Western Carolina University
 Certified Associate Welding Inspector, Certified Welding
 Educator by American Welding Society, National and
 International, Law Engineering Certified Welder
 M.S., Nova Southeastern University
 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
 Sheila Dockery, Director of Budgeting
 B.S., North Carolina State University
 M.B.A., University of North Carolina - Wilmington
 Crystal Dowd, SGA Advisor/Counselor

B.A., Campbell University
 M.A.Ed., North Carolina State University
 Clayton Dowless, Welding Instructor
 A.A.S., Bladen Community College
 Nathan Dowless, Director/Instructor for Fire Services
 A.A.S., Southeastern 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
 Pauline Graham, Business Administration Instructor
 B.A., Mount Olive College
 M.A., Central Michigan University
 M.A., Webster University
 Mary Granger, Administrative Assistant to VP for Continuing Education
 A.A.S., Bladen Community College
 Sondra H. Guyton, Assistant Vice President of Continuing Education
 A.A.S., Robeson Community College
 B.S., Mount Olive College
 M.P.A., University of North Carolina - Pembroke
 Katrina Harbison, WIA Program Director
 B.S., Fayetteville State University
 Robert Herring, Mathematics/Physics Instructor
 B.S., M.S., Western Carolina University
 Al Hester, Welding Instructor
 A.A.S., Bladen Community College
 Harold Hester, Welding Instructor
 Certificate, Bladen Community College
 Melissa Hester, Continuing Education Technician
 A.A.S., Southeastern Community College
 Nash Hester, Religion/Sociology Instructor
 B.A., North Carolina State University
 M.A., Columbia Graduate School of Bible and Missions
 Teresa Hester, Administrative Assistant to the VP for Finance
 A.A.S., Bladen Community College
 B.S., Mount Olive College
 Ruth High, WIA Program Specialist
 A.A.S., Bladen Community College
 B.S., Fayetteville State University
 M.A., University of Phoenix

Erin Hinson, Dean of Allied Health and Public Service 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., M.S., DeVry University

Brenda Kemp, Administrative Assistant for Occupational Extension Programs
 A.A.S., Bladen Community College

Ginger King, Funds Manager
 B.S., University of North Carolina - Pembroke

Lynn Grey King, Jr., Associate Vice President for Program Services
 B.S., M.A. Ed., East Carolina University

Jeffrey T. Kornegay, Executive Vice President and Vice President for Instruction and Student Services
 B.S., M.Ed., Campbell University

Lenora Lacy, Financial Aid/Admissions Secretary
 A.A.S., Bladen Community College

Sharron Latta, Nursing Instructor
 A.A.S., Mount Olive College
 B.S.N., University of North Carolina - Chapel Hill
 M.S.N., University of Phoenix

Audrey Lewis, Cosmetology Instructor/Department Chair
 Cosmetology Diploma, Bladen Community College
 A.A.S., Bladen Community College

Travis Locklear, Director for Basic Skills
 B.S., North Carolina State University
 M.A. Ed., University of North Carolina - Pembroke

Pamela Locklear-King, Biology Instructor
 B.S., University of North Carolina - Pembroke
 M.A.Ed., University of North Carolina - Pembroke

Lucy Lowry, Business Administration Instructor
 B.S., M.B.A., University of North Carolina - Pembroke

Certificate in Accounting, University of Maryland University College
 Todd Lyden, Director for Small Business Customized Training Center
 B.A., Methodist University
 M.A., George Mason University
 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
 Kathleen McGurgan, Distance & Evening Facilitator
 A.A.S., Bladen Community College
 B.S., Mount Olive College
 Chad McKenzie, Office Systems Technology Instructor
 B.B.A., M.B.A., Campbell University
 Cynthia McKoy, Associate Vice President for Academic Services
 B.S., M.A.Ed., Fayetteville State University
 Lucinda McKoy, Accounts Receivable Specialist
 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
 Diploma, Bladen Community College
 Linda McLean, Enrollment Specialist
 A.A.S., Bladen Community College
 Fordie McNeil, Receptionist
 Diploma, Bladen Community College
 Naomi Miller, Director of East Arcadia Center
 A.A.S., Bladen Community College
 B.S., Mount Olive College
 M.A., Central Michigan University
 William Mitchell, Business Administration Instructor
 B.S., Mount Olive College
 M.B.A., Campbell University
 Tiina Mundy, Director of Human Resources
 B.S., United States Air Force Academy
 M.B.A., Campbell University
 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., University of North Carolina - Pembroke
 M.S., East Carolina 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, Associate Vice President for Student Services
 B.S., University of North Carolina - Pembroke
 M.S., East Carolina University
 Stephen Prince, Business Administration Instructor
 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
 William Resseguie, Biology/Chemistry Instructor
 B.S., University of North Carolina - Pembroke
 M.S., Ph.D., Clemson University
 Sherwin Rice, Director of Student Resource Center
 A.A.S., Bladen Community College
 B.A., Fayetteville State University
 M.L.S., North Carolina Central University
 Ann Russell, Dean of Distance Learning and Evening Programs
 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., 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, Instructor, 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

Jay Stanley, Vice President for Finance
 B.A., B.S., East Carolina University
 M.B.A., University of North Carolina - Pembroke

Bradley Taylor, Director of Facilities
 A.A.S., Bladen Community College

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

Roy Thompson, Accounts Payable Specialist
 A.A.S., Southeastern 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

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, Administrative Assistant to the Director of Student Resource Center
 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

Jay Watson, Psychology/Sociology Instructor
 B.S., University of North Carolina - Pembroke
 M.A. Ed., Troy University

Gale West, Basic Skills Retention Specialist
 A.A.S., Bladen Community College

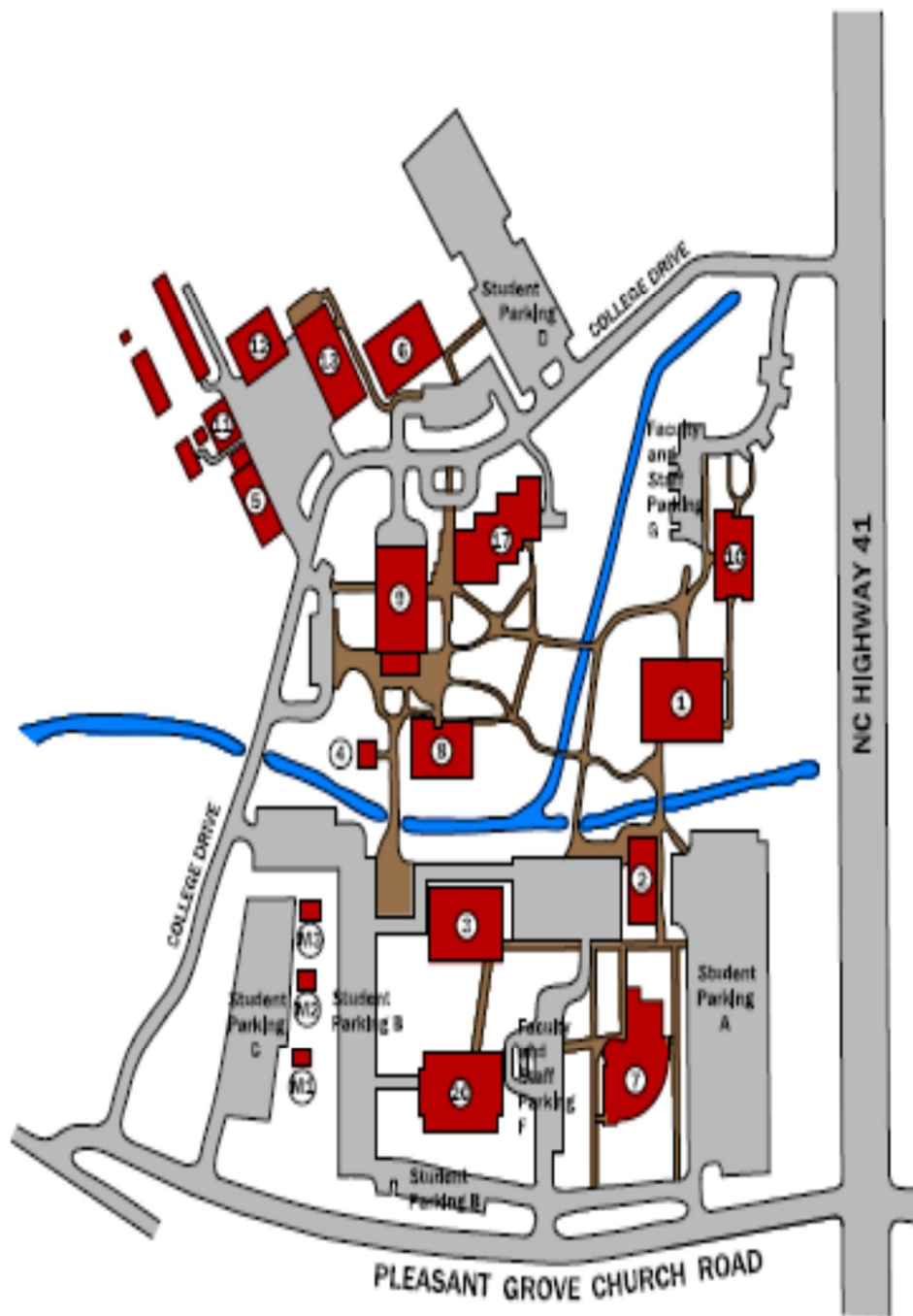
Ray White, Custodian
 Diploma, Tar Heel High School
 Diploma, Bladen Community College

Jennifer Whittington, Early Childhood Education Instructor
 B.A., M.A.Ed., M.S.A., University of North Carolina - Pembroke

Felisa Williams, Developmental English Instructor/LEC Coordinator
 B.A., M.Ed., Campbell University

Yvonne Willoughby, Administrative Assistant to VP for Instruction and Student Services
 A.A.S., Bladen Community College

Charles Young, Maintenance Technician
 Diploma, Whiteville High School





BLADEN COMMUNITY COLLEGE
www.bladence.edu

- 1 Classroom Building 1**
- 2 Student Services /
Continuing Education**
- 3 Classroom Building 3**
- 4 Law Enforcement Building**
- 5 Maintenance Building**
- 6 Classroom Building 6**
- 7 Student Resource Center**
- 8 Learning Enhancement Center**
- 9 Auditorium**
- 10 Essie Williams Administration Building**
- 11 Machine Shop**
- 12 Welding**
- 13 Electrical / Industrial Maintenance**
- 17 Louis F. Parker Building**
- 20 Lynn G. King Allied Health Building**
- M1 Mobile Classroom 1**
- M2 Mobile Classroom 2**
- M3 Mobile Classroom 3**

BCC Curriculum Graduation

