

BLADEN COMMUNITY COLLEGE

GENERAL CATALOG

VOLUME XXX

2016-2017

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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.

ACCREDITED BY

Bladen Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 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
NC Office of Emergency Medical Services
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: *BCC 2016 students.*



BCC President Dr. William Findt with BCC Students

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 46 years of service to the citizens of this area. The College is your educational resource whether you wish to earn a high school credential, a degree, or 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 thousands of students who have made Bladen Community College their educational resource.

Sincerely,

William C. Findt
President

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ACADEMIC CALENDAR 2016 – 2017

FALL SEMESTER 2016

| | |
|---|----------------|
| Faculty Return | August 1 |
| New Student Orientation | August 4 |
| Final Fall Registration | August 8-9 |
| Semester Begins/First Day of Classes | August 15 |
| Last Day to Add a Class | August 17 |
| Last Day to Drop a Class and Request a 75% Refund | August 23 |
| Labor Day Holiday (College Closed) | September 5 |
| Last Day to Drop a class with a “W” Grade (First 8-week classes)..... | September 7 |
| First 8-week classes End..... | October 7 |
| Fall Break (Curriculum Students and Faculty) | October 10-12 |
| Second 8-week classes Begin | October 13 |
| Last Day to Drop a Class with a “W” Grade (16-week classes) | October 13 |
| Registration for Spring Semester Classes | November 8-11 |
| Last Day to Drop a Class with a “W” Grade (Second 8-wk classes) | November 9 |
| College Open (No Classes)..... | November 23 |
| Thanksgiving Holidays (College Closed) | November 24-25 |
| Final Exams | December 7-13 |
| College Closed..... | December 22-28 |

SPRING SEMESTER 2017

| | |
|--|-------------|
| New Year’s Holiday | January 2 |
| Faculty Returns | January 3 |
| Final Spring Registration..... | January 4-5 |
| Semester Begins/First Day of Classes | January 11 |
| Last Day to Add a Class | January 13 |
| Martin Luther King, Jr., Birthday Observed (College Closed) | January 16 |
| Last Day to Drop a Class and Request a 75% Refund | January 20 |
| Last Day to Drop a Class with a “W” Grade (First 8-week classes)..... | February 8 |
| First 8-week classes End..... | March 3 |
| Spring Break (Curriculum Students and Faculty) | March 6-10 |
| Second 8-week classes Begin | March 13 |
| Last Day to Drop a Class with a “W” Grade (16-week classes) | March 15 |
| Last Day to Drop a Class with a “W” Grade (Second 8-week classes)..... | April 5 |
| College Closed..... | April 14 |
| Registration for Current Students for Summer and Fall..... | April 18-21 |
| Final Exams | May 5-11 |
| High School and Curriculum Graduation | May 16 |

SUMMER SESSION 2017

| | |
|---|------------|
| Registration..... | May 22 |
| Classes Begin..... | June 1 |
| Last Day to Register or Add a Class | June 1 |
| Last Day to Drop a Class and Request a 75% Refund | June 6 |
| Last Day to Drop a Class with a “W” Grade | June 28 |
| College Closed..... | July 4 |
| Fall Registration..... | July 12-13 |
| Final Exams | July 18-20 |

FALL SEMESTER 2017

| | |
|--|----------------|
| Faculty Return | August 1 |
| New Student Orientation | August 3 |
| Final Fall Registration | August 8-9 |
| Semester Begins/First Day of Classes | August 15 |
| Last Day to Add a Class | August 17 |
| Last Day to Drop a Class and Request a 75% Refund | August 23 |
| Labor Day Holiday (College Closed) | September 4 |
| Last Day to Drop a class with a "W" Grade (First 8-week classes) | September 7 |
| First 8-week classes End | October 6 |
| Fall Break (Curriculum Students and Faculty) | October 9-11 |
| Second 8-week classes Begin | October 12 |
| Last Day to Drop a Class with a "W" Grade (16-week classes) | October 12 |
| Registration for Spring Semester Classes | November 7-10 |
| Last Day to Drop a Class with a "W" Grade (Second 8-wk classes) | November 8 |
| College Open (No Classes) | November 22 |
| Thanksgiving Holidays (College Closed) | November 23-24 |
| Final Exams | December 7-13 |
| College Closed | December 21-27 |

Students at the Gazebo



MISSION STATEMENT

Bladen Community College is dedicated to the educational and cultural enrichment of the local and global communities it serves. The college is committed to quality teaching through both distance and on-site environments for higher-order learning, college transfer preparation, work force development training, and entrepreneurship opportunities.

Adopted: August 2015

INSTITUTIONAL GOALS

1. Providing learning opportunities and effective instruction as necessary for employment or further education for all who enroll seeking skill upgrades, high school credentials, certificates, diplomas or degrees
2. Providing services necessary for goal achievement such as customized industry training, counseling, career exploration, special needs accommodation, technological training and special topic seminars
3. Providing sufficient funding to secure the best facilities, academic environment, technology, equipment and infrastructure in support of student learning
4. Providing educational opportunities, practical learning experiences, job placement assistance and enhanced learning experiences both internally and through collaborative relationships with other institutions and agencies
5. Providing an institutional climate that promotes cultural awareness and an appreciation for diversity through cultural enrichment opportunities open to faculty, staff, students, and citizens of the communities we serve

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

**2015 NC PERFORMANCE MEASURES
BLADEN COMMUNITY COLLEGE PERFORMANCE SUMMARY**

- A. Basic Skills Student Progress – percentage of students who progress as defined by educational functional level

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 51.2% | 20.6% | 45.1% | 59.8% |

- B. GED Diploma Passing Rate – percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 82.0% | 49.3% | 79.4% | 81.3% |

- C. Developmental Student Success Rate in College-Level English Courses – percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of “P”, “C”, or better upon the first attempt.

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 74.9% | 45.2% | 62.4% | 42.4% |

- D. Developmental Student Success Rate in College-Level Math Courses

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 75.4% | 47.5% | 63.6% | 54.4% |

- E. First Year Progression – percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“P”, “C”, or better) at least twelve of those hours.

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 74.6% | 53.2% | 67.1% | 56.7% |

F. Curriculum Student Completion – percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 45.6% | 28.6% | 43.4% | 37.6% |

G. Licensure and Certification Passing Rate – aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state-mandated exams which candidates must pass before becoming active practitioners.

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 91.7% | 71.0% | 83.2% | 78.3% |

H. College Transfer Performance – among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution

| System Goal | System Baseline | Avg. College Percentage | BCC |
|-------------|-----------------|-------------------------|-------|
| 93.8% | 71.2% | 87.7% | 72.7% |

ECONOMIC IMPACT STUDY

Demonstrating the value of Bladen Community College to the community

According to an economic impact study released March 2014 reflecting data from fiscal year 2012-13, Bladen Community College and its students added **\$75.3 million** in income to the Bladen Service Area economy.

- With a total of 226 full-time and part-time employees, the net income of college, expenses, scholarships and federal financial aid in the Bladen Service Area during the analysis year was approximately **\$11.8 million** in added regional income.
- Over the years, students have studied at BCC and entered or re-entered the workforce with newly-acquired skills. Today thousands of these former students are employed in the Bladen Service Area. The accumulated contribution of former students currently employed in the regional workforce amounted to **\$63.5 million** in added income during the analysis year.
- Students paid a total of **\$2.8 million** to cover the cost of tuition, fees, books and supplies during the analysis year.
- In return for the monies invested in the college, students will receive a present value of **\$97.6 million** in increased earnings over their working lives. The average annual return for students is **29.3 %**.

For every \$1 spent...

\$6.20
Gained in lifetime income for STUDENTS.

\$25.70
Gained in added state income and social savings for SOCIETY.

\$2.50
Gained in added taxes and public sector savings for TAXPAYERS.

- Society as a whole in North Carolina will receive a present value of **\$267 million** in added state income over the course of the students' working lives. Society will also benefit from **\$7 million** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.

- Taxpayers in North Carolina paid **\$10.7 million** to support BCC operations during the analysis year. The added tax revenue from students' higher lifetime earnings and the increased output of businesses amounts to **\$24.9 million** in benefits to taxpayers. The public sector also benefits **\$2.2 million** due to reduced demand for government-funded services

in North Carolina. The average annual return on investment for taxpayers is **7.5%**.

**Economic Modeling Specialists Intl. located at 409 S. Jackson St., Moscow, Idaho 83843 is responsible for the information collected for this Economic Impact Study.*

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, 2002 and again in 2012. 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 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 DVDs 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)
 - Work Based Learning (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
 - WBL - # 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 high school equivalency 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 Vice President for Student Services. The Vice President for Student Services will provide written notification to the applicant of the reasons for denial. As chair of the Admissions Committee the 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 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 paperwork is 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 high school equivalency 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 (See **WAIVER OF PLACEMENT TEST** for possible exemptions). 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.

PLACEMENT TESTING:

The placement 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 placement 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.bladenc.edu/admissions/testing_service.php .

The North Carolina Diagnostic Assessment and Placement (NC DAP) Reading and English Test includes 30 multiple choice Reading, 20 multiple choice English (revising/editing) questions and a 300+ word essay.

NC Diagnostic Assessment and Placement (NC DAP) READING AND ENGLISH CUT SCORES

ACCUPLACER Reading & Sentence Skills Test Scores Combined:

(DRE = Developmental Reading & English)

| | |
|----------------------|--------------------------|
| 100-103 | Pre-Developmental |
| 104-116 | DRE 096 |
| 117-135 | DRE 097 |
| 136-150 | DRE 098 |
| 151 or higher | ENG 111 |

The North Carolina Diagnostic Assessment and Placement (NC DAP) Math Test requires students be given 12 questions for each of six developmental math modules (DMA 010, 020, 030, 040, 050, & 060). Students are given ‘mastery’ of modules in which they answer at least 7 of the twelve questions correct. Students with six or less correct answers out of the 12 will be required to take that module. Students who need MAT 171 or higher must score 7 or more correct answers on all six modules to be waived from DMA 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 are encouraged to register for the maximum number of credits (DMS) until they have successfully completed all DMA courses that are required for their program of study.

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

Recommended Pre-Requisites for NCCCS Gateway Curriculum Math Courses:

MAT 110 – Math Measurement & Literacy -----DMA 010-030

MAT 121 – Algebra/Trigonometry I -----DMA 010-060

MAT 141 – Mathematical Concepts I -----DMA 010-040

MAT 143 – Quantitative Literacy -----DMA 010-050 & DRE 098

MAT 152 – Statistical Methods I-----DMA 010-050 & DRE 098

MAT 171 – Precalculus Algebra (or higher)-----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

Developmental English and Reading Equivalencies:

ENG 070 and RED 070 (where applicable) = DRE 096

ENG 075 = DRE 096

ENG 080 and RED 080 = DRE 097

ENG 085 = DRE 097
ENG 090 and RED 090 = DRE 098
ENG 095 = DRE 098

WAIVER OF PLACEMENT TEST:

Applicants are required to take a placement test (ACCUPLACER) to fulfill the admissions requirements at BCC. The placement test may be waived for one of the following reasons:

- If an applicant has received transfer credit for college level English and Math from an accredited college or university.
- If an applicant meets Multiple Measures; applicant must be enrolled within five (5) years from the high school graduation date. (See **MULTIPLE MEASURES**)
- If an applicant has achieved acceptable ACT or SAT English, Reading, and Math scores from tests taken within five (5) years prior to the date of enrollment. (See **ACT/SAT SCORES**)
- If an applicant has taken an Advanced Placement (AP) English or Math test while in high school and has earned a score of 3 or above.
- If an applicant has taken a College Level Examination Program (CLEP) English or Math test and has earned a score of 50 or above.
- If an applicant is enrolling as a non-degree seeking student taking courses with no prerequisite(s).

Additional testing information can be found at:

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

MULTIPLE MEASURES

Applicants are exempt from placement testing through Multiple Measures if **all** of the listed conditions are met as follows:

- applicant has submitted an official high school transcript to BCC's office of admissions, and
- applicant is a graduate from a North Carolina high school within five (5) years of enrollment at BCC, and
- applicant has an unweighted high school GPA equal to or greater than 2.6, and
- applicant has completed four high school math courses (Algebra I, Geometry, Algebra II, and a fourth math suitable for college admissions: Advanced Functions and Modeling, Essentials of College Math (SREB-Math Ready), Analytical Geometry, AP Statistics, Calculus, Discrete Mathematics Advanced, Integrated Mathematics IV, Mindset, Pre-Calculus, Probability and Statistics, Trigonometry). Applicants previously enrolled in the Career and College Promise College Transfer Pathways may use one of the approved math courses as the fourth eligible math course.

For applicants who apply to BCC prior to high school graduation, the cumulative GPA at the end of the first semester of the applicant's senior year will be valid for Multiple Measures. High School Equivalency and Adult High School graduates will not be exempt from placement testing through Multiple Measures.

ACT / SAT / PSAT / PLAN SCORES

Applicants are exempt from placement testing by achieving acceptable ACT or SAT English, Reading, and Math scores from tests taken within five (5) years prior to the date of enrollment. Acceptable scores are as follows:

- ACT Scores – English score equal to or greater than 18 and Reading score equal to or greater than 22. Math score equal to or greater than 22.
- SAT Scores – Critical Reading or Writing score equal to or greater than 500. Math score equal to or greater than 500.

ACT CUT SCORES

ACT Reading 18+ → Exempt DRE 098

(ACT below 18 take Placement Test)

ACT English Usage 21+ → Exempt DRE 098

(ACT below 21 take Placement Test)

ACT R. 21+ and ACT E.U. 18+ → ENG 111

ACT Math 22+ → MAT 110 MAT 121 MAT 143 MAT 152 MAT 171

SAT CUT SCORES (from 2010 to March 2016):

SAT Critical Reading 500+ → Exempt DRE 098

(SAT below 500 take Placement Test)

SAT Writing 500+ → Exempt DRE 098

(SAT below 500 take Placement Test)

SAT C.R. 500+ & SAT W. 500+ → ENG 111

SAT Math 500+ → MAT 110 MAT 121 MAT 143 MAT 152 MAT 171

NEW SAT CUT SCORES (from March 2016 +):

SAT Critical Reading 520+ → Exempt DRE 098

(SAT below 520 take Placement Test)

SAT Writing 410+ → Exempt DRE 098

(SAT below 410 take Placement Test)

SAT C.R. 410+ & SAT W. 410+ → ENG 111

SAT Math 500+ → MAT 110 MAT 121 MAT 143 MAT 152 MAT 171

PSAT CUT SCORES:

PSAT Reading 47+ → Exempt DRE 098

(PSAT below 47 take Placement Test)

PSAT English Usage 45+ → Exempt DRE 098

(PSAT below 45 take Placement Test)

PSAT R. 47+ & PSAT E.U. 45+ → ENG 111

PSAT Math 47+ → MAT 110 MAT 121 MAT 143 MAT 152 MAT 171

PLAN CUT SCORES:

PLAN Reading 17+ → Exempt DRE 098

(PLAN below 17 take Placement Test)

PLAN English 15+ → Exempt DRE 098

(PLAN below 15 take Placement Test)

PLAN R. 18+ & PSAT E. 15+ → ENG 111

PLAN Math 19+ → MAT 110 MAT 121 MAT 143 MAT 152 MAT 171

CRITERIA FOR DIRECT PLACEMENT INTO MAT 271 CALCULUS I

The CRC approved the following criteria for direct placement into *MAT 271 Calculus I*.

A student may place directly into MAT 271 if the student has met at least one (1) of the following criteria within the past five (5) years:

- A score of 2 or higher on the AP Calculus AB Exam.
- A grade of C or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- A score of 90 or higher on the ACCUPLACER College-Level Math (CLM) test.
- A score of 46 or higher on the trigonometry section of the ACT Compass Math Placement Test.
- A score of 580 or higher on the SAT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 27 or higher on the ACT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 560 or higher on the SAT Subject Test in Mathematics Level 2.

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 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 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/index.html>

Joint Services Transcripts, 6490 Saufley Field Road, Pensacola, FL 32509

<https://jst.doded.mil/smart/signIn.do>

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 high school equivalency 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

Beginning Fall 2013, senior citizens will be responsible for paying full tuition.

Students in Student Resource Center



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 enroll in the Associate of Arts, Associate of Science, or Career and Technical Education Pathway and can only take

courses in their chosen pathway. CAPP students are exempt from paying tuition for courses identified in their approved pathway. No tuition waivers will be granted for self-supporting courses.

Associate of Arts and Associate of Science Pathways

All courses listed in the Associate of Arts and Associate of Science 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 Associate of Arts or Associate of Science 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.

Provisional Students: A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in the Associate of Arts or Associate of Science Pathways. To qualify for Provisional Status, a student must meet the following criteria: (1) Have a cumulative weighted GPA of 3.5; (2) Have completed two years of high school English with a grade of ‘C’ or higher; (3) Have completed high school Algebra II (or a higher level math class) with a grade of ‘C’ or higher; (4) Obtain the written approval of the high school principal or his/her designee; and, (5) Obtain the written approval of the community college president or his/her designee.

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 Vice President for Student Services 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 Vice President for Student Services and petition for readmission to the College. The Vice President for Student Services 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 Vice President for Student Services or designee at least ten (10) class days prior to the date the student intends to be absent.
- c) The Vice President for Student Services 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 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 | Re-Enroll | 0 |
| CC | Course Completion | 0 |
| W | Withdrawal | 0 |

| | | |
|----|------------------|---|
| WF | Withdrew Failing | 0 |
| AU | Audit | 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.

“P” – Pass or “R” – Re-Enroll will be used for developmental courses.

“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.

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

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

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

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

GRADE POINT AVERAGE

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

Example:

| Subject | Grade | Credit Hours | Grade Points |
|---------|-------|--------------|--------------|
| ENG 111 | A | 3 | 12 |
| MAT 140 | B | 3 | 09 |
| PSY 150 | C | 3 | 06 |
| BIO 110 | D | 4 | 04 |
| | | 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) **Vice President'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.

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.

COPYRIGHT POLICY

1.0 Overview

It is the policy of Bladen Community College to support the lawful limitations of the unauthorized duplication and use of copyrighted materials. The college does not condone any infringement on the property rights of copyright owners. Compliance with federal copyright law is expected of all students, faculty, and staff at the College.

"Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover 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 is the initial copyright owner.

2.0 Application

Employees, students and College 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 violations also are considered to be in violation of expected standards of behavior for employees and students and can result in disciplinary action.

U.S. federal law treats the unauthorized uploading, downloading, or sharing of copyrighted material as an offense that carries legal consequences. Any College computer account holder who infringes copyright laws risks possible sanctions by the copyright holder, loss of access to the College networks, and disciplinary actions by the College.

The College prohibits any infringement of intellectual property rights by any member of the College community. It is against College policy to participate in the violation of the intellectual property rights of others. Please refer to College policies regarding use of the College computing resources: *Technology Use Policy 5.10*.

3.0 Fair Use

Copyright infringement occurs when a copy is made of any copyrighted work, such as songs, videos, software, cartoons, photographs, stories, or novels, without permission from the copyright owner and without falling within the specific exceptions provided for under the copyright laws. These exceptions include, without limitation, "fair use," which is briefly described below, and provisions of the Audio Home Recording Act, which allow for noncommercial copying of lawfully acquired music onto recordable storage devices.

- a. 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:
- b. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- c. the nature of the copyrighted work;

- d. the amount of and the substantiality of the portion used in relation to the copyrighted work as a whole; and
- e. the effect of the use upon the potential market for, or value of, the copyrighted work.

4.0 Unlawful Reproduction/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.

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."

5.0 Peer to peer File Sharing and Copyright Infringement

Peer to peer computing has many uses. Peer to peer networks can be used to share and exchange files, music, movies, software, and other electronic materials. The use of networks to upload, download or share copyrighted material, such as movies, music, and software, may violate the rights of copyright holders.

In the peer to peer file-sharing context, infringement may occur, for example, when one person purchases an authorized copy and then uploads it to a peer to peer network. When one person purchases a media file, creates a digital copy, and then uses a peer to peer network to share that digital copy with others, both the individual who makes the file available and those making copies may be found to have infringed the rights of the copyright owner(s) and may be violating federal copyright law.

BCC advises all computer account holders to use extreme caution when installing peer to peer software and to read all user agreements carefully beforehand. Users need to read all available documentation from the peer to peer software provider and understand how the peer to peer software is configured and operates. Informed users are able to avoid unwitting copyright violations.

Some peer to peer programs have default settings that index the files on user computers and make music or film files that have been legitimately acquired available to other users of the peer to peer network without the original user being aware of the activity. In such cases, a user may be unwittingly participating in copyright infringement. In this context, not being aware that a user's personal computer is making files available to other users may *not* be a defense to copyright infringement.

6.0 Copyright Infringement Notifications and Sanctions

As an Internet Service Provider (ISP) for students, faculty, and staff, the College receives notices from the RIAA (Recording Industry Association of America) or MPAA (Motion Picture Association of America) identifying the IP (Internet Protocol) addresses of the College account holders believed to be sharing copies of copyrighted music and videos without authorization. The College reserves the right to require that the infringing

conduct cease immediately; where necessary, the College will revoke the identified individual's access to the College computer system.

Infringing conduct exposes the infringer to the risk of legal penalties, both civil and criminal. Civil penalties may include actual damages and profits, or statutory damages (ranging from \$750 to \$30,000 per work that is infringed). Moreover, the courts can also award reasonable attorney's fees and costs and increase the damages in the case of a willful infringement. Criminal penalties can include fines and imprisonment.

In the case of media (movie and music) file sharing, the RIAA or MPAA has often presented an option for the alleged illegal file sharer to settle the lawsuit out of court for some amount of money. If the user is determined to have infringed copyrights, whether through peer to peer networks or other means, and has not settled, he or she may also be subject to sanctions such as monetary damages and the required destruction of all unauthorized copies. In certain circumstances, federal authorities can criminally prosecute copyright infringement. Persons participating in illegal file sharing, may be subject to a lawsuit even after the illegal copy or copies of copyrighted material have been destroyed.

7.0 Types of Copyright Infringement Notifications

Copyright holders and organizations that represent copyright holders, such as the RIAA and MPAA, typically send out three different types of communications related to copyright infringement:

1. **Cease and desist, or copyright infringement, notices** – The purpose of these notices is to stop the illegal possession and distribution of copyrighted material. When the Information Technology Department receives these notices from copyright holders or their representatives, IT contacts the user whose Internet Protocol (IP) address has been identified in the notice. IT notifies the user that illegal copies of copyrighted materials must be destroyed.
2. **Pre-litigation notices** – These letters are used by copyright holders and their representatives prior to filing a lawsuit to recover, by way of a settlement, financial damages caused by the illegal distribution of copyrighted material. If you have been identified as participating in the illegal downloading or uploading of copyrighted materials, you may receive one of these notices, even if you have already destroyed your copy (or copies) of the material(s) in question.
3. **Subpoenas** – These notices indicate that the copyright holder has filed a lawsuit to recover damages for the illegal distribution of copyrighted material. If the court finds the user liable, he or she will be subject to fines and penalties.

The College prohibits the use of its computing resources to conduct illegal activity. The community college complies with applicable federal, state, and local laws and requires that users do the same.

The College enforces its own policies and standards pertaining to the electronic communication environment (*Technology Use Policy 5.10*); regardless of whether a copyright holder pursues legal action.

8.0 Examples of Most Frequent Copyright Violations:

- Use of copyrighted print material without acknowledgement of source or permission of author
- Copying for retail distribution any copyrighted material without permission/license
- Downloading any copyrighted material without license, purchase or permission
- Sharing of legally downloaded electronic media with person who does not have legal right of possession
- Claiming authorship of creatorship of intellectual property not one's own
- Distributing unauthorized copies of copyrighted materials beyond a classroom setting (website, for example) in a forum that is publically accessible
- Quoting without citation any intellectual property not one's own for use in a publishable document

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.

TECHNOLOGY USE POLICY

1.0 Overview

Bladen Community College requires lawful use of technology among members of the campus community (employees, students, visitors).

2.0. Access to information systems

Access to information systems, computer systems, and computer networks at Bladen Community College is granted to authorized users for the purpose of accessing these systems and networks. Appropriate use of technology is required.

3.0 Appropriate use

Appropriate use of technology must be ethical, reflect academic honesty and demonstrate restraint in the use of shared resources. Appropriate use must be in compliance with intellectual property right rules; copyright policies; data system security mechanisms; individual rights to privacy (including FERPA) and free from acts of cyber bullying or unwarranted annoyance.

The College will take all practical measures possible to protect privacy rights. The systems administrator shall have the ability to view files and messages on the networks.

1. Acceptable User Access

Authorized users with legitimate educational and operational need to access electronic files may do so as part of their duties or assignments. To ensure appropriate use of all technology resources, users shall adhere to the following behaviors/activities.

- a. Use resources only for authorized purposes.
- b. Protect USERIDs and passwords (electronic signatures) from unauthorized use and assume responsibility for any unauthorized use of USERIDs or passwords.
- c. Access only files and data to which authorized access has been given as part of assigned duties or classes.
- d. Use only legal versions of copyrighted software or electronic publications in compliance with vendor license requirements or terms of use policies.
- e. Use technology resources prudently, avoiding monopolizing systems, overloading networks with excessive data or downloads, wasting computer time, excessively connecting to internal or external networks or abusing printing or other related resources.

4.0 Unacceptable User Access

To ensure acceptable use of all technology resources, users shall not engage in the following behaviors/activities.

- a. Use another person's USERID, password, files, system, or sharing of electronic signature without permission.
- b. Use computer resources to decode passwords or access controlled information.
- c. Attempt to circumvent, subvert, or damage system security measures.
- d. Engage in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating computer viruses, disrupting services, or damaging, deleting, or destroying files.
- e. Use the College's systems for partisan political activities, such as using electronic mail to solicit support for a political candidate.
- f. Make or use illegal copies of copyrighted media files or pirated software or store such copies on college systems, or transmit them over college networks.
- g. Use College messaging systems, including, but not limited to, campus email systems, learning management systems and College social media sites, for purposes of cyber-bullying, broadcasting unsolicited mass messages, or distribution of unwanted mail.
- h. Use system for personal gain unless authorized by the college.
- i. Use systems for downloading, sending, or receiving information which contains obscene, indecent, or lascivious material or other material which explicitly or implicitly refers to sexual conduct or for downloading, sending, or receiving information which is bigoted or sexist. The College reserves the right to judge if material meets criteria for the above.
- j. Create, modify, execute, or retransmit any computer program or instructions intended to obscure the true identity of the sender of electronic mail or electronic messages.
- k. Use Bladen Community College's resources for Cyber-bullying or any other computer related crimes as Outlined in Chapter 14:453, 457; Article 60 "Cyber-bullying of the General Statutes of the General Assembly of North Carolina
- l. All networks and technology resources (desktop, laptop and mobile devices) are the Property of Bladen Community College, and thereby, subject federal and state laws pertaining to lawful usage.

5.0 Violations

Violations of this policy and guidelines will result in appropriate disciplinary action through established college disciplinary procedures, which may include, but not be limited to, suspension of computing and information system access privileges, suspension, or expulsion, or termination of employment. The College will contact state or federal authorities for prosecution for violation of state or federal laws. This policy applies to employees, students and visitors. Violations of this policy will be dealt with by appropriate disciplinary procedures. Unauthorized users may also be subject to prosecution under relevant state and federal laws.

6.0 Liability

Users are responsible for knowledge and compliance with any updates to this document.

Current editions will be posted on the college's website. Users are solely responsible for all activity with the respect to their accounts, electronic, communications, and data security.

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.

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.

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 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 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.

TRANSCRIPT REQUESTS

Transcripts of courses taken at Bladen Community College will be furnished upon written request of the student. A processing fee of \$2.00 will be charged for “official” transcripts. Mailed transcripts are considered “official”. “Unofficial” copies may be printed from Webadvisor or picked up in the registrar’s office at no cost. Forty-eight (48) hour notification must be provided for all transcript requests. Neither “official” nor “unofficial” transcripts will 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.

TEST SCORE REQUESTS

Students may request to have official copies of placement test or nursing admissions test scores sent to another college or their home address by completing a request form in the office of the Testing Coordinator (Building 8, Room 4).

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 | \$ 1216.00 |
| Students taking less than 16 credit hours (per credit hour) | \$ 76.00 |
| Out-of-state (16 or more credit hours) | \$ 4288.00 |
| Out-of-state (less than 16 credit hours) (per credit hour) | \$ 268.00 |

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

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|--|----------|
| 12 or more credit hours per semester | \$ 25.00 |
| Less than 12 credit hours per semester | \$ 17.50 |
| 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) \$12 per semester

Graduation Fee

(Curriculum Diploma/Associate Degree) \$20

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 \$8 per semester

Student Malpractice Insurance

(Health classes) \$13 per semester

Student Accident Insurance \$1.25 per semester

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

TUITION WAIVERS

1. High school students enrolled under Career & College Promise are entitled to free tuition.
2. Regular full-time employees may enroll, upon prior approval of the appropriate Vice President and the President, in one curriculum or one extension course per semester in the system and may have tuition or the registration fee charges waived if state or local funds are available.

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 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:

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

1. On-Cycle Course Sections:
 - a. A 100 percent refund shall be provided to the student if the student officially withdraws or is officially withdrawn by the college prior to the first day of of the academic semester or term 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 due to insufficient enrollment.
 - b. After an on-cycle course section begins, a 75 percent refund shall be

provided to the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to or on the census date or the official 10 percent point of the course section.

2. Off-Cycle Course Sections:
 - a. A 100 percent refund shall be provided to the student if the student officially withdraws or is officially withdrawn by the college prior to the first day of the course section.
 - b. After an off-cycle course section begins, a 75 percent refund shall be provided to the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to or on the census date or the official 10 percent point of the course section.
3. At the time the student officially withdraws under this policy, the student shall be notified of the refund; the refund will be processed automatically.
4. A 100 percent refund shall be provided to the student if the course section in which the student is officially registered is cancelled.

Continuing Education Registration Fee Refunds

Unless otherwise required by law, community colleges shall not issue a registration fee refund using State funds except under the following circumstances:

1. A college shall provide a 100 percent refund to the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to the first course section meeting.
2. A college shall provide a 100 percent refund to the student if the college cancels the course section in which the student is registered.
3. After a regularly scheduled course section begins, the college shall provide a 75 percent refund upon the request of the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to or on the 10 percent point of the scheduled hours of the course section. This sub-section applies to all course sections except those course sections that begin and end on the same calendar day. Colleges shall not provide a student a refund using State funds after the start of a course section that begins and ends on the same calendar day.
4. After a non-regularly scheduled course section begins, the college shall provide a 75 percent refund upon the request of the student if the student withdraws or is withdrawn by the college from the course section prior to or on the 10th calendar day after the start of the course section.
5. Registration fees for self-supporting classes are non-refundable once the class begins.
6. Local fees, such as malpractice insurance, accident insurance, drug screen fees, criminal background check fees, and CPR card fees are non-refundable once the class begins.

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 provide monetary assistance to deserving students in meeting the cost of attending college. Although students and students' parents are primarily responsible for financing a college education, financial assistance may be available to students in the form of federal and state grants, scholarships, and work study programs. 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. After the Financial Aid Office receives the FAFSA application from the federal processor, the student will be informed of any required documentation needed to complete the student's financial aid file. All students are encouraged to apply and take an early initiative in seeking financial assistance.

Financial Aid Eligibility

To receive financial aid students must:

- Complete the *Free Application for Federal Student Aid (FAFSA)*, which is available after January 1 of each year for the following academic year. Students may apply online at www.fafsa.ed.gov.
- Make sure Bladen Community College school code (007987) is listed on the FAFSA.
- Submit an admission application to the college and make sure all admissions requirements are met.
- 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).
- Students have an obligation to maintain Satisfactory Academic Progress (SAP) as defined by the U.S. Department of Education and this institution. Each financial aid recipient is provided a copy of this policy upon notification of an award. A copy of the requirements can also be obtained from the Financial Aid Office.
- 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.ed.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.ed.gov. Students must apply for this grant in order to be considered for other financial aid.

Pell Grant proration is based on the following standards:

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|------------------------------|--|
| Full time | 12 or more credit hours (full award) |
| $\frac{3}{4}$ time | 9-11 credit hours (3/4 of the full award) |
| $\frac{1}{2}$ time | 6-8 credit hours (1/2 of the full award) |
| Less than $\frac{1}{2}$ time | 1-5 credit hours (probated based on Pell chart payment schedule) |

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. NC Educational Lottery proration is based on the following standards:

| | |
|--------------------|---|
| Full time | 12 or more credit hours (full award) |
| $\frac{3}{4}$ time | 9-11 credit hours (1/2 of the full award) |
| $\frac{1}{2}$ time | 6-8 credit hours (1/2 of the full award) |

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.

NC Community College Grant proration is based on the following standards:

| | |
|--------------------|---|
| Full time | 12 or more credit hours (full award) |
| $\frac{3}{4}$ time | 9-11 credit hours (3/4 of the full award) |
| $\frac{1}{2}$ time | 6-8 credit hours (1/2 of the full award) |

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.

List of Available Scholarships

Eugene Anderson

This scholarship has been established by a local businessman and community leader, Mr. Gene Anderson, to provide students with outstanding academic promise and a need for financial assistance the opportunity to further their education.

Basic Skills Scholarship

The Basic Skills department awards one scholarship annually. The recipient will be the student with the highest GPA in the Adult High School (AHS) program. The scholarship is activated upon registration in the semester immediately following graduation.

Bladen Community College Ambassador

The Bladen Community College Foundation awards scholarships annually to three or four students who display leadership ability and who will represent the college throughout the school year at various functions and activities. The scholarships provide for partial payment of tuition, books, and fees.

Bladen Community College Faculty Senate

The Faculty Senate awards one scholarship per year. This scholarship will pay for tuition, activity fees, and books for the fall and spring semesters.

Bladen Community College Foundation Merit

The Bladen Community College Foundation board established the Foundation Merit Scholarship to be awarded to the marshal with the highest GPA. The Scholarship is awarded to help cover a portion of the tuition and fees for the student's second year at BCC.

Bladen County Commissioners Scholarship

This scholarship, given annually from the Bladen County Commissioners, assists Bladen County students who are enrolled full time, with tuition, fees, and books.

Bladen We Care Allied Health

The Bladen We Care Allied Health Scholarship was given to provide scholarships annually to students enrolled in the Allied Health programs at Bladen Community College. The recipient of this Scholarship must commit to working in Bladen County upon graduation.

Bladen We Care UNCP Allied Health

The Bladen We Care UNCP Allied Health Scholarship was established to assist Bladen Community College Associate Degree Nursing (ADN) graduates who wish to further their education in the UNC Pembroke BSN Program.

Houston & Irene Brisson

This scholarship was established in memory of two of our area's outstanding citizens, Houston and Irene Brisson, to assist high school graduates who are enrolled in a Nursing Program and have outstanding academic abilities and a need for financial assistance.

Robert C. Clark

This scholarship was established in memory of former Clarkton native and Mayor, Robert C. Clark, who was dedicated to helping others throughout his life.

Clark Brothers

The Clark Brothers Scholarship was established by Manly, Giles, David, and Rogers Clark. It was established to assist high school graduates who have outstanding academic abilities and a need for financial assistance to further their goal of a college education.

James B. Collins

This scholarship is given in memory by the family and friends of James B. Collins who passed away in the line of duty. A scholarship will be awarded to a deserving student enrolled in the Basic Law Enforcement Training (BLET) Program.

Edward J. Cox

This scholarship was given by Ruth Cox Church in memory of her brother Mr. Edward J. Cox, who was a champion of education in Bladen County and one of the original Bladen Community College Trustees.

Elizabethtown Rotary Club

The Elizabethtown Rotary Club is a voluntary organization made up of business and professional leaders who take an active role in their Communities while greatly enriching their personal and professional lives. Encouraging high ethical standards and respect for all worthy vocations has been a hallmark of Rotary from its earliest days. The motto of Rotary is "Service above Self". With this in mind, the Elizabethtown Rotary Club has established an annual scholarship of \$500 to be given to a graduating high school senior to attend BCC.

Alma Parker Farris Scholarship

The Alma Parker Farris Scholarship was given by Ms. Farris to recognize a student who is seeking a degree in the business field. Preference will be given to a female student. This scholarship will be funded annually to cover tuition for the fall and spring semesters.

Four County EMC Scholarship

The Four County EMC Scholarship was established to give assistance to students who are residents of Bladen County and who maintain a 2.5 GPA.

Golden Leaf Scholarship

The Golden Leaf Scholarship provides assistance to students who demonstrate financial need and reside in a rural county that is tobacco dependent and/or economically distressed.

Invest In Bladen

The overall purpose of this fund is to expand educational opportunities for the citizens of Bladen County. This fund is primarily to be utilized as student assistance through scholarships, loans, and grants. Two faculty stipends for faculty teaching excellence

Lynn & Iris King Teaching Scholarship

The Lynn and Iris King Scholarship was established in memory of Mr. Lynn Grey King,

Sr., a long time educator in Bladen County. Mr. King served as the second president of Bladen Community College from 1985 - 1997. This scholarship is to assist high school graduates who have outstanding academic abilities and a need for financial assistance to further their goal of a college education.

Cecil W. McClure

Cecelia Davis, in memory of her father, Cecil W. McClure, former welding instructor at Bladenboro High School, endowed a scholarship in his memory.

Mike W. Merritt

This scholarship was established in memory of Mike W. Merritt who was a 1992 graduate of East Bladen High School and who at the time of his passing worked for the Town of White Lake and as a member of the White Lake Volunteer Fire Department. This scholarship embraces Mike's belief that we are not just here to further our own ends, but are here to contribute to a larger purpose.

Charles Munn Jr.

The Charles Munn Jr. Scholarship had been established to honor the memory of Charles Munn Jr., a deacon of Pleasant Union Baptist Church for over 42 years, Town Councilman of East Arcadia, and dedicated trustee of Bladen Community College.

Louis & Louise Parker

This scholarship is given by the family of Louis F. Parker, a former member of the Bladen Community College Board of Trustees. Mr. Parker was one of the founding trustees and faithfully served the college until his death.

Sam & Helen Kelly Parker

This scholarship fund was established by Edward W. and Agnes Parker Najam of Bloomington, Indiana, in memory of Sam and Helen Kelly Parker, Mrs. Najam's parents. Sam and Helen Parker were long time citizens of Elizabethtown and quite active in the city's business and community life.

James & Gladys Powell

This Scholarship is given by the family of James R. Powell, a former member of the College Board of Trustees.

Mary Alice Scoggins

The Mary Alice Scoggins Scholarship was established in memory of Mary Alice Scoggins for deserving students enrolled in the College Transfer Program at Bladen Community College.

Star Telephone

The Star Telephone Membership Corporation Scholarship Program was established to assist high school graduates who have outstanding academic abilities and a need for financial assistance to further their goal of a college education.

State Employee and Credit Union Scholarship

The State Employee Credit Union Foundation has established this two-year scholarship program to assist North Carolina Community College students achieve success.

Wells Fargo Technical Scholarship

The Wells Fargo Technical Scholarship is given by Wells Fargo to full-time students enrolled in the second year of a two-year educational/technical program and who demonstrate financial need and scholastic promise.

David Yarborough

The David F. Yarborough Scholarship was established in memory of David F. Yarborough for students in the Associate Degree Nursing Program. David had a sincere love and concern for people, and it is appropriate that this scholarship be awarded to students at Bladen Community College striving to achieve their Associate Degree in Nursing.

Financial Aid Satisfactory Academic Progress

According to Federal and State regulation students receiving financial aid must maintain Satisfactory Academic Progress (SAP). Failure to maintain academic progress will result in the termination of financial aid. Eligibility may be regained by re-establishing satisfactory academic progress. 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)** – Students must complete with a letter grade or A, B, C, D, or P at least 67% of all coursework attempted. This includes **every** course (a cumulative history) on their Bladen Community College transcript. Transfer courses accepted by the college are included in addition to all courses taken at Bladen Community College. Hours for each attempt of a repeated course will be included.
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.

Late Start Classes

If a student registers for classes that have a later start date during the term than the first day of the term (i.e. Fall semester begins 8/17, class starts 10/14) award funds will not be available for those classes until the student's class attendance/participation has been confirmed for those classes. Therefore, if the student is not attending classes full-time, for example, at the beginning of the term, but will be attending once the late start class begins, their award will be prorated to match class attendance/participation at the beginning of the term and then increased to full-time once their class attendance/participation has been confirmed for the class.

Financial Aid Eligible Programs

The following programs are financial aid eligible:

- All Associate Degree programs
- All Diploma Programs
- The BLET Certificate is the only certificate program eligible.

Courses Not Eligible for Aid

The following are not counted toward enrollment status when determining financial aid eligibility:

- Basic Skills Courses
- Continuing Education
- Audit Courses
- No more than 30 hours of developmental or refresher course work
- Passed courses repeated more than once
- Courses registered for after the census date of the full term
- Courses outside of the curriculum for graduation requirements

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 for use as a tool in the guidance and career planning of students

Speak to a Student Services Counselor to learn how to take a career assessment.

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 http://www.bladencc.edu/student_services/pdf/Disability%20Handbook.pdf

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.cfn.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 Doc e Serve, a Softdocs 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.

PROCEDURE FOR STARTING NEW STUDENT CLUBS

When a group of students recognizes a common interest, which it wishes to strengthen through formal organization, a written proposal should be submitted to the Vice President for Instruction and Student Services. The proposal should show the need for the organization, its purpose goal and/or objectives, number of persons interested, name of sponsor and the constitution. If a faculty, staff, or student is interested in starting a club please contact the Vice President of Instruction and Student Services for further information.

STUDENT CLUBS

Nu Alpha

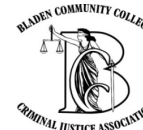
Advisor: Bruce Blansett, 910.879.5603, bblansett@bladenc.edu
Rebecca James, 910.879.5553, rjames@bladenc.edu
Sara Neeley, 910.879.5537, sneeley@bladenc.edu



Nu Alpha is the local chapter of the national English honor society Sigma Kappa Delta. The society recognizes and promotes excellence in English and provides students an opportunity to associate with other members who share their interest in literature, the English language, and fine arts. All members have demonstrated excellence in their studies with a B average or higher in curriculum English courses, an overall GPA of 3.3, and the successful completion of at least twelve credit hours at BCC.

BCC Criminal Justice Association

Advisor: John Trogdon, 910.879.5536 jtrogdon@bladenc.edu



The purpose of this chapter is to promote unity among students who are interested in criminal justice. The club seeks to prepare its members for a career in the criminal justice profession. It was established in the Spring of 2009 and elections for officers will be held each fall.

Beta Rho Theta

Advisor: Bruce Blansett 910.879.5603, bblansett@bladencc.edu

Co-Advisor: Lisa DeVane, 910.879.5509, ldevane@bladencc.edu

The purpose of Beta Rho Theta is to recognize and encourage scholarship among two-year college students. To achieve this purpose, Beta Rho Theta provides opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

Campus Crusade (Cru)

Advisor: Twyla Davis 910.879.5516, tdavis@bladencc.edu



The Purpose of Campus Crusade for Christ (also known as Cru) is to provide regular opportunities for Bible study, fellowship, and prayer in small group settings and to promote encouragement, support, and spiritual growth among its members.

- **Who can join?** Campus Crusade for Christ has an open-door policy. All Members of Bladen Community College are welcome to attend.
- **When do you meet?** Campus Crusade for Christ will meet weekly as determined by the membership each semester.

History Club

Advisor: Cliff Tyndall, 910.879.5651, ctyndall@bladencc.edu

Ray Sheppard, 910.879.5542, mshppard@bladencc.edu



The BCC History Club is an organization for those interested in history and history-related topics. Our purpose is to expand the knowledge of history and to make history enjoyable to the entire campus by promoting both entertaining and enjoyable history-related activities.

Ink Quill Society

Advisor: Rebecca James, 910.879.5553, rjames@bladencc.edu



The Ink Quill Society promotes interest in writing and creative arts. Its purpose is to provide support, community, and encourage for writers and artists on campus. Beginning and experienced writers and artists of all kinds are welcome.

Men of Standard

Advisor: Anthony Thomas, 910.879.5591, athomas@bladencc.edu

The Minority Male Mentoring Program, “*Men of Standard*”, has been implemented to enhance the academic experience, increase retention and graduation rates of minority male students enrolled at Bladen Community College. The

program aims to provide a culturally enriched environment and provide students with counsel on academics, employment, manhood, decision making, study skills and positive development.

Skills USA (formerly VICA)

Advisor: Edward Dent, 910.879.5652, edent@bladencc.edu



[Skills USA](#) strives to increase pride in work through education and competitions in many vocational skills area. Skills USA is a partnership of students, teachers and industry representatives, working together to ensure America has a skilled work force. It helps each student excel and prepare for careers in trade, technical and skilled service occupations, including health occupations. It was formerly known as VICA- Vocational Industrial Clubs of America

Student Government Association

Advisor: Crystal Dowd, 910.879.5620 cdowd@bladencc.edu



Each student enrolled at Bladen Community College 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.

Wise Owls Reading Society

Advisors: Sara Neeley, 910.879.5537, sneeley@bladencc.edu
Ray Sheppard, 910.879.5542, mshppard@bladencc.edu



The purpose of the Wise Owls Reading Society is to foster reading for pleasure for students, faculty, and staff of Bladen Community College. The club meets monthly to discuss a single reading shared by all members or to discuss books read by individual members. The club also plans to explore the possibility of a movie night.

Members of the SGA



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.

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 Vice President for Student Services. 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 Vice President for Student Services. 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 | 2011 | 2012 | 2013 | 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 | 0 | 0 | 0 |
| Burglary | 1 | 2 | 2 | 0 |
| Motor vehicle theft | 0 | 1 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 |

| | | | | |
|----------------------------|---|---|---|---|
| Illegal weapons possession | 0 | 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 Vice President for Student Services.

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 Vice President for Student Services 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 Vice President for Student Services 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 Vice President for Student Services, 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 Vice President for Student Services 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 Vice President for Student Services.

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 at the front desk of the Student Services building.

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. Possession or use, whether openly or concealed, any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, and maintenance, on educational property.
 - L. 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.
 - M. Gambling on the College premises.
 - N. Smoking and/or using forms of tobacco products in classrooms, shops, labs, offices or other unauthorized areas.
 - O. Violation of college regulations regarding the operation and parking of motor vehicles, the registration of student organizations, or use of college facilities.
 - P. Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive.
 - Q. Failure to comply with instructions of college officials acting in performance of their duties.
 - R. Violation of the terms of disciplinary probation or any college regulation during the period of probation.
 - S. Fiscal irresponsibility such as failure to pay college-levied fines, to repay college-funded loans, or the passing of worthless checks, drafts, or orders to college officials.
 - T. Violation of a local, state, or federal criminal law on college premises adversely affecting the college community's pursuit of its proper educational purposes.
 - U. 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.
 - V. 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 Director 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 Director of Students shall resolve the matter in a timely fashion utilizing the steps outlined in Section IV, C.
- B. **Responsibility For Implementation:** The Director 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 Director 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 Director of Students against any student or student organization for violations of college regulations. All charges filed must be submitted in writing to the Director 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 Director 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 Director 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 Director 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 Director of Students or where the student refuses to cooperate, the Director of Students shall send a certified letter to the student with a list of charges, the Director 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 Vice President for Student Services 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 Director of Students may request a hearing before the Appeals Committee. This request must be submitted in writing to the Vice President for Student Services within three (3) working days after receipt of the Director of Students' decision. The Director 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 Director 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**

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 Vice President for Student Services of this intention when the request for the hearing is filed. If the student brings counsel to the hearing without so informing the Vice President for Student Services, 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 Vice President for Student Services. All tapes will be filed in the office of the Vice President for Student

Services for three years. The Vice President for Student Services 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 Chairperson 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 Vice President for Student Services 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 Vice President for Student Services or the Title IX Coordinator. Because of the sensitive nature of this kind of complaint, a conference with the Vice President for Student Services or the Title IX Coordinator replaces the first step of the grievance procedure. The Vice President for Student Services or the Title IX Coordinator 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 Vice President for Student Services. The Vice President for Student Services will explain the grievance process to the student. The completed grievance form must be presented to the Vice President for Student Services within five working days after satisfying the first step in the grievance process. The Vice President for Student Services 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 Vice President for Student Services. The Vice President for Student Services 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 Vice President for Student Services 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.

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

The Associate in Science 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.

- A. The Associate in Science 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. Nine (9) semester hours of humanities or fine arts, with three courses to be selected from three of the following disciplines: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. One course shall be a literature course.
 3. Nine (9) semester hours of social or behavioral sciences, with three courses to be selected from three of the following disciplines: anthropology, economics, geography, history, political science, psychology, and sociology. One course shall be a history course.
 4. Twenty (20) semester hours of natural sciences or mathematics: six (6) semester hours shall be mathematics. One course in mathematics at the precalculus algebra level or above is required; the other course(s) may be higher level mathematics or may be selected from among other quantitative subjects, such as computer science and statistics. Eight (8) semester hours shall be natural sciences courses, including accompanying laboratory work. Six additional semester hour credits must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses
- B. The Associate in Sciences 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. One semester hour of credit may be included in a sixty-five semester hour credit associate in science program. The transfer of the 65th hour is not guaranteed. A minimum of 14 SHC of college transfer courses in mathematics, natural sciences or computer science is required. The remaining courses may be selected from general education, pre-major or elective courses.

IV. 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.

V. **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

| Per Week | Hours | | | |
|---|---------------------|-------------------|------------------------|----------------------|
| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
| ACC 120 Prin of Financial Acct | 3 | 2 | 0 | 4 |
| ACC 121 Prin of Managerial Acct | 3 | 2 | 0 | 4 |
| ACC 150 Acct Software Appl | 1 | 2 | 0 | 2 |
| BUS 115 Business Law I | 3 | 0 | 0 | 3 |
| CIS 110 Intro to Computers | 2 | 2 | 0 | 3 |
| COM 231 Public Speaking | 3 | 0 | 0 | 3 |
| ECO 252 Prin of Macroecon | 3 | 0 | 0 | 3 |
| ENG 111 Writing and Inquiry | 3 | 0 | 0 | 3 |
| MAT 143 Quantitative Literacy | 2 | 2 | 0 | 3 |
| OR | | | | |
| MAT 152 Statistical Methods I | 3 | 2 | 0 | 4 |
| Select 6 hours from the following courses: | | | | |
| BUS 121 Business Math | 2 | 2 | 0 | 3 |
| BUS 135 Principles of Supervision | 3 | 0 | 0 | 3 |
| BUS 230 Small Business Management | 3 | 0 | 0 | 3 |
| CTS 130 Spreadsheet | 2 | 2 | 0 | 3 |
| Select 3 hours from the following courses: | | | | |
| HUM 110 Technology and Society | 3 | 0 | 0 | 3 |
| HUM 115 Critical Thinking | 3 | 0 | 0 | 3 |
| PHI 240 Introduction to Ethics | 3 | 0 | 0 | 3 |
| Select 3 hours from the following courses: | | | | |
| ECO 251 Prin of Microeconomics | 3 | 0 | 0 | 3 |
| PSY 118 Interpersonal Psychology | 3 | 0 | 0 | 3 |
| PSY 150 General Psychology | 3 | 0 | 0 | 3 |

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.

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.

AGRIBUSINESS TECHNOLOGY

| Course Prefix, No., and Title | 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 Writing & Inquiry | <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 |
| OR | | | | |
| ENG 115 Oral Communications | 3 | 0 | 0 | 3 |
| MAT 143 Quantitative Literacy | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | 15 | 6 | 0 | 18 |
| 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 |
| WBL 110 World of Work | 1 | 0 | 0 | 1 |
| WBL 111 Work-Based Learning I | 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 |

| | |
|--|------------------|
| SEMESTER HOURS REQUIRED TO GRADUATE | |
| GENERAL EDUCATION COURSES | 18 |
| MAJOR COURSES | 53 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 72 |

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.

AGRIBUSINESS TECHNOLOGY CERTIFICATE
CREDENTIAL: CERTIFICATE CODE: C15100

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.

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.

AGRIBUSINESS TECHNOLOGY CERTIFICATE
CREDENTIAL: CERTIFICATE CODE: C15100

| <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 | | | | |
| AGR 170 Soil Science | 2 | 2 | 0 | 3 |
| AGR 212 Farm Business Management | 3 | 0 | 0 | 3 |
| AGR 210 Agriculture Accounting | 1 | 4 | 0 | 3 |
| Spring Semester | | | | |
| AGR 214 Agriculture Marketing | 3 | 0 | 0 | 3 |
| AGR 262 Weed ID & Control | 2 | 3 | 0 | 3 |
| HOR 164 Horticulture Pest Management | 2 | 2 | 0 | <u>3</u> |
| Total Semester Hours in Program | | | | 18 |

*Career and College Promise pathways

AGRIBUSINESS MANAGEMENT CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE: C15100MA

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.

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.

AGRIBUSINESS MANAGEMENT CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE: C15100MA

| Course Prefix, No., and Title | | Hours Per Week | | | |
|--|----------------------------|-----------------------|------------|-----------------|---------------|
| | | Class | Lab | Clinical | Credit |
| Fall Semester-1st Year | | | | | |
| ANS 150 | Animal Health Management | 3 | 0 | 0 | 3 |
| BUS 153 | Human Resources Management | 3 | 0 | 0 | 3 |
| Spring Semester | | | | | |
| AGR 214 | Agriculture Marketing | 3 | 0 | 0 | 3 |
| AGR 212 | Farm Business Management | 3 | 0 | 0 | <u>3</u> |
| Total Semester Hours in Program | | | | | 12 |

ASSOCIATE DEGREE NURSING PROGRAM

CREDENTIAL: A.A.S.

CODE: A45110

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Admission for the ADN program is based on selective criteria. Applicable fees are attached to Nursing Classes in this program and student is required to purchase uniforms. This course of study fits the Uniform Articulation Agreement between the University of North Carolina RN to BSN Programs and the North Carolina Community College System Associate Degree Nursing Programs.

ASSOCIATE DEGREE NURSING A.A.S. CURRICULUM

| <u>Course Prefix, No., and Title</u> | | <u>Hours Per Week</u> | | | |
|--------------------------------------|------------------------------------|-----------------------|------------|-----------------|---------------|
| | | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
| Fall Semester-1st Year | | | | | |
| NUR 111 | Intro to Health Concepts | 4 | 6 | 6 | 8 |
| BIO 168 | Anatomy & Physiology I | 3 | 3 | 0 | 4 |
| ENG 111 | Writing & Inquiry | 3 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| ACA 115 | Success and Study Skills | 0 | 2 | 0 | 1 |
| OR | | | | | |
| HSC 110 | Orientation to Health Careers | <u>1</u> | <u>0</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 |
| NUR 117 | Pharmacology | <u>1</u> | <u>3</u> | <u>0</u> | <u>2</u> |
| | | 8 | 6 | 15 | 15 |

| | |
|--|------------------|
| SEMESTER HOURS REQUIRED TO GRADUATE | |
| GENERAL EDUCATION COURSES | 23 |
| MAJOR COURSES | 43 |
| OTHER REQUIRED COURSES | <u>02</u> |
| TOTAL CREDIT HOURS | 68 |

LPN to RN – BRIDGE PROGRAM

CREDENTIAL: A.A.S.

CODE: A45110B

The LPN to RN Bridge program is developed to allow currently Licensed Practical Nurses to earn an Associate of Applied Science degree in Nursing. The successful candidate for this program must complete requirements as updated annually and must be a Licensed Practical Nurse with an unencumbered license.

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN).

Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities

Admission for the ADN program is based on selective criteria. Applicable fees are attached to Nursing Classes in this program and student is required to purchase uniforms. This course of study fits the Uniform Articulation Agreement between the University of North Carolina RN to BSN Programs and the North Carolina Community College System Associate Degree Nursing Programs.

LPN to RN – BRIDGE PROGRAM

| Course Prefix, No., and Title | Hours Per Week | | | |
|--|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| Summer Semester | | | | |
| *NUR 214 Nursing Transition Concepts | 3 | 0 | 3 | 4 |
| 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 |
| NUR 117 Pharmacology | <u>1</u> | <u>3</u> | <u>0</u> | <u>2</u> |
| | 8 | 6 | 15 | 15 |

*NUR 214 is a pre-requisite

| | |
|--|------------------|
| SEMESTER HOURS REQUIRED TO GRADUATE | |
| GENERAL EDUCATION COURSES | 06 |
| MAJOR COURSES | 25 |
| OTHER REQUIRED COURSES | <u>02</u> |
| TOTAL CREDIT HOURS | 33 |

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 complete 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 |

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

| Course Prefix, No. And Title | | Hours Per Week | | | |
|-------------------------------------|---------------------------|-----------------------|------------|-----------------|---------------|
| | | 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 | Writing & Inquiry | 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 |
| BUS 260 | Business Communication | 3 | 0 | 0 | 3 |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |
| MAT 171 | Precalculus Algebra | 3 | 2 | 0 | 4 |
| OR | | | | | |
| MAT 143 | Quantitative Literacy | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | | 13-14 | 6 | 0 | 16-17 |
| 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 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |

OR

| | | | | | |
|---------|---------------------|-----------|----------|----------|-----------|
| POL 120 | American Government | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 15 | 4 | 0 | 17 |

Spring Semester-2nd Year

| | | | | | |
|---------|---------------------------|-----------|----------|-----------|-----------|
| WBL 110 | World of Work | 1 | 0 | 0 | 1 |
| WBL 111 | Work-Based Learning I | 0 | 0 | 10 | 1 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| ECO 252 | Prin of Macroecon | 3 | 0 | 0 | 3 |
| MKT 123 | Fund. Of Selling | 3 | 0 | 0 | 3 |
| CSV 110 | Intro to Customer Service | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 13 | 0 | 10 | 14 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 15-16 |
| MAJOR COURSES | 54 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 70-71 |

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.

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

| Course Prefix, No. And Title | Hours Per Week | | | | |
|------------------------------|---------------------------|-----------|----------|----------|-----------|
| | Class | Lab | Clinical | Credit | |
| Fall Semester | | | | | |
| BUS 110 | Intro to Business | 3 | 0 | 0 | 3 |
| CIS 110 | Intro to Computers | 2 | 2 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 3 |
| ACC 120 | Prin of Financial Acct | 3 | 2 | 0 | 4 |
| ENG 111 | Writing & Inquiry | 3 | 0 | 0 | 3 |
| ACA 115 | Success & Study Skills | <u>0</u> | <u>2</u> | <u>0</u> | <u>1</u> |
| | | 14 | 6 | 0 | 17 |
| Spring Semester | | | | | |
| CSV 110 | Intro to Customer Service | 3 | 0 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| ECO 251 | Prin of Microecon | 3 | 0 | 0 | 3 |
| BUS 137 | Principles of Management | 3 | 0 | 0 | 3 |
| CTS 130 | Spreadsheet | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | | 14 | 2 | 0 | 15 |
| Summer Term | | | | | |
| 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 |

SEMESTER HOURS REQUIRED TO GRADUATE

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

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

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

BUSINESS ADMINISTRATION

CREENTIAL: 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

BOOKKEEPING CERTIFICATE CURRICULUM

CREENTIAL: 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

CREENTIAL: 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
MANAGEMENT CERTIFICATE CURRICULUM**

CREDENTIAL: CERTIFICATE CODE: C25120MG

| <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 110 Intro to Business | 3 | 0 | 0 | 3 |
| BUS 115 Business Law I | 3 | 0 | 0 | 3 |
| ACC 120 Prin of Financial Acct | 3 | 2 | 0 | 4 |
| Spring Semester I | | | | |
| BUS 137 Principles of Management | 3 | 0 | 0 | 3 |
| ECO 251 Prin of Microecon | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | 15 | 2 | 0 | 16 |

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>Clinical</u> | <u>Credit</u> |
| Fall Semester | | | | |
| ACA 115 Success & Study Skills | 0 | 2 | 0 | 1 |
| BPR 130 Print Reading-Construction | 3 | 0 | 0 | 3 |
| CAR 110 Introduction to Carpentry | 2 | 0 | 0 | 2 |

| | | | | | |
|------------------------|------------------------------|-----------|-----------|----------|-----------|
| CAR 111 | Carpentry I | 3 | 15 | 0 | 8 |
| CAR 114 | Residential Bldg Codes | 3 | 0 | 0 | 3 |
| MAT 110 | Math Measurement & Literacy | <u>2</u> | <u>3</u> | <u>0</u> | <u>3</u> |
| | | 13 | 20 | 0 | 20 |
| 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 | Writing & Inquiry | 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 | 34 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 41 |

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.

| <u>Course Prefix, No., and Title</u> | | <u>Hours Per Week</u> | | |
|--------------------------------------|----------------------------|-----------------------|------------|---------------|
| | | <u>Class</u> | <u>Lab</u> | <u>Credit</u> |
| BPR 130 | Print Reading-Construction | 3 | 0 | 3 |
| 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 60 and a maximum of 61 semester hours of college transfer courses. 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 60 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 60 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

| <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 Courses (35-36 SHC) | | | | | |
| A. English Composition (6 SHC) | | | | | |
| Required: | ENG 111 | Writing & Inquiry | 3 | 0 | 0 3 |
| Required: | ENG 112 | Writing/Research in Discipl. | 3 | 0 | 0 3 |
| B. Three courses from two or more different disciplines (9 SHC) | | | | | |
| Communications | | | | | |
| | COM 231 | Public Speaking | 3 | 0 | 0 3 |
| Humanities/Fine Arts | | | | | |
| | 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 |
| | ENG 231 | American Lit I | 3 | 0 | 0 3 |

| | | | | | |
|--|----------------------------------|---|---|---|---|
| ENG 232 | American Lit II | 3 | 0 | 0 | 3 |
| ENG 241 | British Lit I | 3 | 0 | 0 | 3 |
| ENG 242 | British Lit II | 3 | 0 | 0 | 3 |
| MUS 110 | Music Appreciation | 3 | 0 | 0 | 3 |
| MUS 112 | Introduction to Jazz | 3 | 0 | 0 | 3 |
| PHI 215 | Philosophical Issues | 3 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 3 |
| C. Social/Behavioral Sciences (9 SHC) | | | | | |
| Three courses from two or more different disciplines | | | | | |
| ECO 251 | Prin of Microeconomics | 3 | 0 | 0 | 3 |
| ECO 252 | Prin of Macroeconomics | 3 | 0 | 0 | 3 |
| HIS 111 | World Civ I | 3 | 0 | 0 | 3 |
| HIS 112 | World Civ II | 3 | 0 | 0 | 3 |
| HIS 131 | American His I | 3 | 0 | 0 | 3 |
| HIS 132 | American His II | 3 | 0 | 0 | 3 |
| POL 120 | American Government | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| SOC 210 | Intro to Sociology | 3 | 0 | 0 | 3 |
| D. Mathematics (3-4 SHC) | | | | | |
| MAT 143 | Quantitative Literacy | 2 | 0 | 0 | 3 |
| MAT 152 | Statistical Methods I | 3 | 2 | 0 | 4 |
| MAT 171 | Pre-calculus Algebra | 3 | 2 | 0 | 4 |
| E. Natural Sciences (4 SHC) | | | | | |
| AST 111 | Descriptive Astronomy and | 3 | 0 | 0 | 3 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 1 |
| AST 151 | General Astronomy I and | 3 | 0 | 0 | 3 |
| AST 151A | General Astronomy Lab I | 0 | 2 | 0 | 1 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | 4 |
| BIO 111 | General Biology I | 3 | 3 | 0 | 4 |
| CHM 151 | General Chem I | 3 | 3 | 0 | 4 |
| GEL 111 | Geology | 3 | 2 | 0 | 4 |
| PHY 110 | Conceptual Physics and | 3 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 0 | 1 |
| F. Other Required Courses (4 SHC) | | | | | |
| ACA 122 | College Transfer Success | 0 | 2 | 0 | 1 |
| CIS 110 | Introduction to Computers | 2 | 2 | 0 | 3 |

II. ADDITIONAL GENERAL EDUCATION HOURS (14 SHC)

(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 |
| ANT 230 | Physical Anthropology | 3 | 0 | 0 | 3 |
| ANT 230A | Physical Anthropology Lab | 0 | 2 | 0 | 1 |
| 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 |
| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 3 |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 3 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 3 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 1 |
| AST 151 | General Astronomy I | 3 | 0 | 0 | 3 |
| AST 151A | General Astronomy Lab I | 0 | 2 | 0 | 1 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | 4 |
| BIO 111 | General Biology I | 3 | 3 | 0 | 4 |
| BIO 112 | General Biology 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 Chemistry | 3 | 0 | 0 | 3 |
| CHM 131A | Intro to Chem Lab | 0 | 3 | 0 | 1 |
| CHM 132 | Organic and Biochemistry | 3 | 3 | 0 | 4 |
| CHM 151 | General Chemistry | 3 | 3 | 0 | 4 |
| CHM 152 | General Chem II | 3 | 3 | 0 | 4 |
| CIS 115 | Intro Prog/Logic | 2 | 2 | 0 | 3 |
| COM 110 | Intro to Communications | 3 | 0 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| DRA 111 | Theatre App | 3 | 0 | 0 | 3 |
| DRA 126 | Story Telling | 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 |
| ENG 114 | Profess. Research & reporting | 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 261 | World Lit I | 3 | 0 | 0 | 3 |
| ENG 262 | World Lit II | 3 | 0 | 0 | 3 |
| FRE 111 | Elem French I | 3 | 0 | 0 | 3 |
| FRE 112 | Elem French II | 3 | 0 | 0 | 3 |
| GEL 111 | Geology | 3 | 2 | 0 | 4 |
| GEL 120 | Physical Geology | 3 | 2 | 0 | 4 |
| GEO 111 | World Reg. Geo. | 3 | 0 | 0 | 3 |
| GEO 112 | Cultural Geography | 3 | 0 | 0 | 3 |
| GEO 130 | Gen Physical Geo | 3 | 0 | 0 | 3 |
| GER 111 | Elem German I | 3 | 0 | 0 | 3 |
| GER 112 | Elem German II | 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 |
| HUM 110 | Technology & Society | 3 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| HUM 120 | Cultural Studies | 3 | 0 | 0 | 3 |
| HUM 121 | The Nature of America | 3 | 0 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 0 | 3 |
| HUM 130 | Myth in Human Culture | 3 | 0 | 0 | 3 |
| HUM 160 | Intro to Film | 3 | 0 | 0 | 3 |
| MAT 141 | Math Concepts I | 3 | 0 | 0 | 3 |
| MAT 142 | Math Concepts II | 3 | 0 | 0 | 3 |
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| MAT 152 | Statistical Methods I | 3 | 2 | 0 | 4 |
| MAT 171 | Precalculus Algebra | 3 | 2 | 0 | 4 |
| MAT 172 | Precalculus Trig | 3 | 2 | 0 | 4 |
| MAT 263 | Brief Calculus | 3 | 2 | 0 | 4 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 4 |
| 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 |
| PHY 110 | Conceptual Physics | 3 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics | 0 | 2 | 0 | 1 |
| PHY 151 | College Physics I | 3 | 2 | 0 | 4 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 4 |
| PHY 251 | General Physic I | 3 | 3 | 0 | 4 |
| PHY 252 | General Physics II | 3 | 3 | 0 | 4 |
| POL 110 | Intro Pol Sci | 3 | 0 | 0 | 3 |
| POL 120 | American Gov't | 3 | 0 | 0 | 3 |
| POL 210 | Comparative Gov't | 3 | 0 | 0 | 3 |
| POL 220 | International Rel | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 3 |
| PSY 241 | Dev Psychology | 3 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psy | 3 | 0 | 0 | 3 |
| REL 110 | World Religion | 3 | 0 | 0 | 3 |
| REL 111 | Eastern Religions | 3 | 0 | 0 | 3 |
| REL 112 | Western Religions | 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 210 | Intro to Soc | 3 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 3 |

| | | | | | |
|---------|---------------------------|---|---|---|---|
| SOC 220 | Social Problems | 3 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 3 |
| SPA 111 | Elem Spanish I | 3 | 0 | 0 | 3 |
| SPA 112 | Elem Spanish II | 3 | 0 | 0 | 3 |

**II. ELECTIVE COURSES IN HUMANITIES/FINE ARTS, SOCIAL/
BEHAVIORAL SCIENCES, AND NATURAL SCIENCES/MATHEMATICS
(11 SHC)**

| <u>Course Prefix, No. and Title</u> | <u>Hours per Week</u> | | | | |
|--------------------------------------|--------------------------|------------|-----------------|---------------|---|
| | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> | |
| A. Social/Behavioral Sciences | | | | | |
| ANT 210 | General Anthropology | 3 | 0 | 0 | 3 |
| ANT 220 | Cultural Anthropology | 3 | 0 | 0 | 3 |
| ANT 221 | Comparative Cultures | 3 | 0 | 0 | 3 |
| BUS 110 | Intro to Business | 3 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 3 |
| BUS 137 | Principles of Management | 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 |
| COM 110 | Intro to Communications | 3 | 0 | 0 | 3 |
| COM 231 | Public Speaking | 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 |
| GEO 111 | World Reg. Geo. | 3 | 0 | 0 | 3 |
| GEO 112 | Cultural Geo | 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 116 | Current World Problems | 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 145 | The Second World War | 3 | 0 | 0 | 3 |
| HIS 167 | The Vietnam War | 3 | 0 | 0 | 3 |
| HIS 211 | Ancient History | 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 231 | Recent America | 3 | 0 | 0 | 3 |
| HIS 236 | NC History | 3 | 0 | 0 | 3 |
| HIS 237 | American Revolution | 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 150 | Gen Psy | 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 249 | Psychology of Aging | 3 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 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 225 | Social Diversity | 3 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 3 |
| SOC 232 | Social Context of Aging | 3 | 0 | 0 | 3 |
| SOC 244 | Soc Death/Dying | 3 | 0 | 0 | 3 |
| SOC 254 | Rural/Urban Soc | 3 | 0 | 0 | 3 |

B. Physical Education

| | | | | | |
|---------|------------------------|---|---|---|---|
| PED 110 | Fit & Well for Life | 1 | 2 | 0 | 2 |
| 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 | Beg. Swimming | 0 | 2 | 0 | 1 |

C. Humanities and Fine Arts

| | | | | | |
|----------|--------------------------|---|---|---|---|
| ART 111 | Art Appreciation | 3 | 0 | 0 | 3 |
| ART 113 | Methods & Mat | 3 | 0 | 0 | 3 |
| ART 114 | Art History Survey I | 3 | 0 | 0 | 3 |
| ART 115 | Art History Survey II | 3 | 0 | 0 | 3 |
| ART 130 | Basic Drawing | 3 | 0 | 0 | 3 |
| ART 240 | Painting I | 3 | 0 | 0 | 3 |
| ART 242 | Landscape Painting | 3 | 0 | 0 | 3 |
| ART 243 | Portrait Painting | 3 | 0 | 0 | 3 |
| ART 276 | Interactive Media Design | 0 | 6 | 0 | 3 |
| ART 283 | Ceramics I | 3 | 0 | 0 | 3 |
| *ASL 111 | Elementary ASL I | 3 | 0 | 0 | 3 |
| *ASL 112 | Elementary ASL II | 3 | 0 | 0 | 3 |
| *ASL 181 | ASL Lab I | 3 | 0 | 0 | 1 |
| *ASL 182 | ASL Lab II | 3 | 0 | 0 | 1 |

| | | | | | |
|----------|----------------------------|---|---|---|---|
| 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 114 | Prof. Research & Reporting | 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 |
| ENG 275 | Science Fiction | 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 112 | Elem German II | 3 | 0 | 0 | 3 |
| HUM 110 | Technology & Society | 3 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| HUM 120 | Cul Studies | 3 | 0 | 0 | 3 |
| HUM 121 | 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 |
| HUM 170 | Holocaust | 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 170 | Business of 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 |
| MUS 265 | Piano Pedagogy | 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 |
| REL 110 | World Religion | 3 | 0 | 0 | 3 |
| REL 111 | Eastern Religions | 3 | 0 | 0 | 3 |
| REL 112 | Western Religions | 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 |
| *SPA 111 | Elem Spanish I | 3 | 0 | 0 | 3 |
| *SPA 112 | Elem Spanish II | 3 | 0 | 0 | 3 |

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

D. Natural Sciences and Mathematics

| | | | | | |
|----------|------------------------|---|---|---|---|
| ACC 120 | Prin of Finan Acct | 3 | 2 | 0 | 4 |
| ACC 121 | Prin of Mang Acct | 3 | 2 | 0 | 4 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 3 |
| AST 111A | Descrip. Astronomy Lab | 0 | 2 | 0 | 1 |
| AST 151 | General Astronomy I | 3 | 0 | 0 | 3 |
| AST 151A | General Astronomy Lab | 0 | 2 | 0 | 1 |
| 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 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 115 | Intro Prog/Logic | 2 | 2 | 0 | 3 |
| GEL 111 | Geology | 3 | 2 | 0 | 4 |
| GEL 120 | Physical Geo | 3 | 2 | 0 | 4 |
| MAT 141 | Math Concepts I | 3 | 0 | 0 | 3 |
| MAT 142 | Math Concepts II | 3 | 0 | 0 | 3 |
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| MAT 152 | Statistical Methods I | 3 | 2 | 0 | 4 |
| MAT 171 | Precal Algebra | 3 | 0 | 0 | 3 |
| MAT 172 | Precal Trig | 3 | 0 | 0 | 3 |
| 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 110 | Conceptual Physics | 3 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics | 0 | 2 | 0 | 1 |
| PHY 151 | College Phys I | 3 | 2 | 0 | 4 |
| PHY 152 | College Phys II | 3 | 2 | 0 | 4 |
| PHY 251 | General Physics I | 3 | 3 | 0 | 4 |
| PHY 252 | General Physics II | 3 | 3 | 0 | 4 |

COLLEGE TRANSFER

CREDENTIAL: ASSOCIATE IN SCIENCE

CODE: A10400

The Associate in Science degree shall be granted for a planned program of study consisting of a minimum of 60 and a maximum of 61 semester hours of college transfer courses. 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 60 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 60 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 Science Degree.

ASSOCIATE IN 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 (38 SHC) | | | | | |
| A. English Composition (6 SHC) | | | | | |
| Required: ENG 111 | Writing & Inquiry | 3 | 0 | 0 | 3 |
| Required: ENG 112 | Writing/Research in Discipl. | 3 | 0 | 0 | 3 |
| B. Two courses from two or more different disciplines (6 SHC) | | | | | |
| Communications | | | | | |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| Humanities/Fine Arts | | | | | |
| 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 |
| ENG 231 | American Lit I | 3 | 0 | 0 | 3 |
| ENG 232 | American Lit II | 3 | 0 | 0 | 3 |
| ENG 241 | British Lit I | 3 | 0 | 0 | 3 |
| ENG 242 | British Lit II | 3 | 0 | 0 | 3 |
| MUS 110 | Music Appreciation | 3 | 0 | 0 | 3 |
| MUS 112 | Introduction to Jazz | 3 | 0 | 0 | 3 |
| PHI 215 | Philosophical Issues | 3 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 3 |

C. Social/Behavioral Sciences (6 SHC)

Two courses from two or more different disciplines

| | | | | | |
|---------|------------------------|---|---|---|---|
| ECO 251 | Prin of Microeconomics | 3 | 0 | 0 | 3 |
| ECO 252 | Prin of Macroeconomics | 3 | 0 | 0 | 3 |
| HIS 111 | World Civ I | 3 | 0 | 0 | 3 |
| HIS 112 | World Civ II | 3 | 0 | 0 | 3 |
| HIS 131 | American His I | 3 | 0 | 0 | 3 |
| HIS 132 | American His II | 3 | 0 | 0 | 3 |
| POL 120 | American Government | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| SOC 210 | Intro to Sociology | 3 | 0 | 0 | 3 |

D. Mathematics (8 SHC)

| | | | | | |
|---------|--------------------------|---|---|---|---|
| MAT 171 | Precalculus Algebra | 3 | 2 | 0 | 4 |
| MAT 172 | Precalculus Trigonometry | 3 | 2 | 0 | 4 |
| MAT 263 | Brief Calculus | 3 | 2 | 0 | 4 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 4 |

E. Natural Sciences (8 SHC)

| | | | | | |
|----------|--------------------------------|---|---|---|---|
| AST 151 | General Astronomy I and | 3 | 0 | 0 | 3 |
| AST 151A | General Astronomy Lab I | 0 | 2 | 0 | 1 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | 4 |
| BIO 111 | General Biology I and | 3 | 3 | 0 | 4 |
| BIO 112 | General Biology II | 3 | 3 | 0 | 4 |
| CHM 151 | General Chem I and | 3 | 3 | 0 | 4 |
| CHM 152 | General Chem II | 3 | 3 | 0 | 4 |
| GEL 111 | Geology | 3 | 2 | 0 | 4 |
| PHY 110 | Conceptual Physics and | 3 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 0 | 1 |
| PHY 151 | College Physics I and | 3 | 2 | 0 | 4 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 4 |
| PHY 251 | General Physics I and | 3 | 3 | 0 | 4 |
| PHY 252 | General Physics II | 3 | 3 | 0 | 4 |

F. Other Required Courses (4 SHC)

| | | | | | |
|---------|---------------------------|---|---|---|---|
| ACA 122 | College Transfer Success | 0 | 2 | 0 | 1 |
| CIS 110 | Introduction to Computers | 2 | 2 | 0 | 3 |

II. ADDITIONAL GENERAL EDUCATION HOURS (11 SHC)

(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 |
| ANT 230 | Physical Anthropology | 3 | 0 | 0 | 3 |
| ANT 230A | Physical Anthropology Lab | 0 | 2 | 0 | 1 |
| 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 |
| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 3 |

| | | | | | |
|----------|-------------------------------|---|---|---|---|
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 3 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 3 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 1 |
| AST 151 | General Astronomy I | 3 | 0 | 0 | 3 |
| AST 151A | General Astronomy Lab I | 0 | 2 | 0 | 1 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | 4 |
| BIO 111 | General Biology I | 3 | 3 | 0 | 4 |
| BIO 112 | General Biology 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 Chemistry | 3 | 0 | 0 | 3 |
| CHM 131A | Intro to Chem Lab | 0 | 3 | 0 | 1 |
| CHM 132 | Organic and Biochemistry | 3 | 3 | 0 | 4 |
| CHM 151 | General Chem I | 3 | 3 | 0 | 4 |
| CHM 152 | General Chem II | 3 | 3 | 0 | 4 |
| CIS 115 | Intro Prog/Logic | 2 | 2 | 0 | 3 |
| COM 110 | Intro to Communications | 3 | 0 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| DRA 111 | Theatre App | 3 | 0 | 0 | 3 |
| DRA 126 | Story Telling | 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 |
| ENG 114 | Profess. Research & reporting | 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 261 | World Lit I | 3 | 0 | 0 | 3 |
| ENG 262 | World Lit II | 3 | 0 | 0 | 3 |
| FRE 111 | Elem French I | 3 | 0 | 0 | 3 |
| FRE 112 | Elem French II | 3 | 0 | 0 | 3 |
| GEL 111 | Geology | 3 | 2 | 0 | 4 |
| GEL 120 | Physical Geology | 3 | 2 | 0 | 4 |
| GEO 111 | World Reg. Geo. | 3 | 0 | 0 | 3 |
| GEO 112 | Cultural Geography | 3 | 0 | 0 | 3 |
| GEO 130 | Gen Physical Geo | 3 | 0 | 0 | 3 |
| GER 111 | Elem German I | 3 | 0 | 0 | 3 |
| GER 112 | Elem German II | 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 |

| | | | | | |
|----------|---------------------------|---|---|---|---|
| HUM 110 | Technology & Society | 3 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| HUM 120 | Cultural Studies | 3 | 0 | 0 | 3 |
| HUM 121 | The Nature of America | 3 | 0 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 0 | 3 |
| HUM 130 | Myth in Human Culture | 3 | 0 | 0 | 3 |
| HUM 160 | Intro to Film | 3 | 0 | 0 | 3 |
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| MAT 152 | Statistical Methods I | 3 | 2 | 0 | 4 |
| MAT 171 | Precalculus Algebra | 3 | 2 | 0 | 4 |
| MAT 172 | Precalculus Trig | 3 | 2 | 0 | 4 |
| MAT 263 | Brief Calculus | 3 | 2 | 0 | 4 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 4 |
| 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 |
| PHY 110 | Conceptual Physics | 3 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics | 0 | 2 | 0 | 1 |
| PHY 151 | College Physics I | 3 | 2 | 0 | 4 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 4 |
| PHY 251 | General Physic I | 3 | 3 | 0 | 4 |
| PHY 252 | General Physics II | 3 | 3 | 0 | 4 |
| POL 110 | Intro Pol Sci | 3 | 0 | 0 | 3 |
| POL 120 | American Gov't | 3 | 0 | 0 | 3 |
| POL 210 | Comparative Gov't | 3 | 0 | 0 | 3 |
| POL 220 | International Rel | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 3 |
| PSY 241 | Dev Psychology | 3 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psy | 3 | 0 | 0 | 3 |
| REL 110 | World Religion | 3 | 0 | 0 | 3 |
| REL 111 | Eastern Religions | 3 | 0 | 0 | 3 |
| REL 112 | Western Religions | 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 210 | Intro to Soc | 3 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 3 |
| SPA 111 | Elem Spanish I | 3 | 0 | 0 | 3 |

SPA 112 Elem Spanish II 3 0 0 3

**III. ELECTIVE COURSES IN HUMANITIES/FINE ARTS, SOCIAL/
BEHAVIORAL SCIENCES, AND NATURAL SCIENCES/MATHEMATICS
(11 SHC)**

| Course Prefix, No. and Title | Hours per Week | | | |
|--|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| A. Natural Sciences and Mathematics | | | | |
| ACC 120 Prin of Finan Acct | 3 | 2 | 0 | 4 |
| ACC 121 Prin of Mang Acct | 3 | 2 | 0 | 4 |
| AST 111 Descriptive Astronomy | 3 | 0 | 0 | 3 |
| AST 111A Descrip. Astronomy Lab | 0 | 2 | 0 | 1 |
| AST 151 General Astronomy I | 3 | 0 | 0 | 3 |
| AST 151A General Astronomy Lab | 0 | 2 | 0 | 1 |
| 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 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 115 Intro Prog/Logic | 2 | 2 | 0 | 3 |
| GEL 111 Geology | 3 | 2 | 0 | 4 |
| GEL 120 Physical Geo | 3 | 2 | 0 | 4 |
| MAT 143 Quantitative Literacy | 2 | 2 | 0 | 3 |
| MAT 152 Statistical Methods I | 3 | 2 | 0 | 4 |
| MAT 171 Precal Algebra | 3 | 0 | 0 | 3 |
| MAT 172 Precal Trig | 3 | 0 | 0 | 3 |
| MAT 263 Brief Calculus | 3 | 2 | 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 110 Conceptual Physics | 3 | 0 | 0 | 3 |
| PHY 110A Conceptual Physics | 0 | 2 | 0 | 1 |
| PHY 151 College Phys I | 3 | 2 | 0 | 4 |
| PHY 152 College Phys II | 3 | 2 | 0 | 4 |
| PHY 251 General Physics I | 3 | 3 | 0 | 4 |
| PHY 252 General Physics II | 3 | 3 | 0 | 4 |

B. Physical Education

| | | | | | |
|---------|------------------------|---|---|---|---|
| PED 110 | Fit & Well for Life | 1 | 2 | 0 | 2 |
| 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 | Beg. Swimming | 0 | 2 | 0 | 1 |

C. Social/Behavioral Sciences

| | | | | | |
|---------|--------------------------|---|---|---|---|
| ANT 210 | General Anthropology | 3 | 0 | 0 | 3 |
| ANT 220 | Cultural Anthropology | 3 | 0 | 0 | 3 |
| ANT 221 | Comparative Cultures | 3 | 0 | 0 | 3 |
| BUS 110 | Intro to Business | 3 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 3 |
| BUS 137 | Principles of Management | 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 |
| COM 110 | Intro to Communications | 3 | 0 | 0 | 3 |
| COM 231 | Public Speaking | 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 |
| GEO 111 | World Reg. Geo. | 3 | 0 | 0 | 3 |
| GEO 112 | Cultural Geo | 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 116 | Current World Problems | 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 145 | The Second World War | 3 | 0 | 0 | 3 |
| HIS 167 | The Vietnam War | 3 | 0 | 0 | 3 |
| HIS 211 | Ancient History | 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 231 | Recent America | 3 | 0 | 0 | 3 |
| HIS 236 | NC History | 3 | 0 | 0 | 3 |
| HIS 237 | American Revolution | 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 150 | Gen Psy | 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 249 | Psychology of Aging | 3 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 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 225 | Social Diversity | 3 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 3 |
| SOC 232 | Social Context of Aging | 3 | 0 | 0 | 3 |
| SOC 244 | Soc Death/Dying | 3 | 0 | 0 | 3 |
| SOC 254 | Rural/Urban Soc | 3 | 0 | 0 | 3 |

D. Humanities and Fine Arts

| | | | | | |
|----------|----------------------------|---|---|---|---|
| ART 111 | Art Appreciation | 3 | 0 | 0 | 3 |
| ART 113 | Methods & Mat | 3 | 0 | 0 | 3 |
| ART 114 | Art History Survey I | 3 | 0 | 0 | 3 |
| ART 115 | Art History Survey II | 3 | 0 | 0 | 3 |
| ART 130 | Basic Drawing | 3 | 0 | 0 | 3 |
| ART 240 | Painting I | 3 | 0 | 0 | 3 |
| ART 242 | Landscape Painting | 3 | 0 | 0 | 3 |
| ART 243 | Portrait Painting | 3 | 0 | 0 | 3 |
| ART 276 | Interactive Media Design | 0 | 6 | 0 | 3 |
| ART 283 | Ceramics I | 3 | 0 | 0 | 3 |
| *ASL 111 | Elementary ASL I | 3 | 0 | 0 | 3 |
| *ASL 112 | Elementary ASL II | 3 | 0 | 0 | 3 |
| *ASL 181 | ASL Lab I | 3 | 0 | 0 | 1 |
| *ASL 182 | ASL Lab II | 3 | 0 | 0 | 1 |
| 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 114 | Prof. Research & Reporting | 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 |
| ENG 275 | Science Fiction | 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 112 | Elem German II | 3 | 0 | 0 | 3 |
| HUM 110 | Technology & Society | 3 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| HUM 120 | Cul Studies | 3 | 0 | 0 | 3 |
| HUM 121 | 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 |
| HUM 170 | Holocaust | 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 170 | Business of 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 |
| MUS 265 | Piano Pedagogy | 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 |
| REL 110 | World Religion | 3 | 0 | 0 | 3 |
| REL 111 | Eastern Religions | 3 | 0 | 0 | 3 |
| REL 112 | Western Religions | 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 |
| *SPA 111 | Elem Spanish I | 3 | 0 | 0 | 3 |
| *SPA 112 | Elem Spanish II | 3 | 0 | 0 | 3 |

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

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 an Associate in Applied Science Degree. 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 448 hours in the beginner department before moving to the advanced lab.

COSMETOLOGY A.A.S CURRICULUM

| <u>Course Prefix, No., and Title</u> | <u>Hours Per Week</u> | | | | |
|--------------------------------------|---------------------------|------------|-----------------|---------------|-----------|
| | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> | |
| Fall Semester-1st Year | | | | | |
| COS 111 | Cosmetology Concepts I | 4 | 0 | 0 | 4 |
| COS 112 | Salon I | 0 | 24 | 0 | 8 |
| ACA 115 | Success & Study Skills | 0 | 2 | 0 | 1 |
| ENG 111 | Writing & Inquiry | <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 | Trichology & 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 110 | Math Measurement & Literacy | $\frac{2}{7}$ | $\frac{2}{23}$ | $\frac{0}{0}$ | $\frac{3}{15}$ |
| 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 | $\frac{3}{5}$ | $\frac{0}{6}$ | $\frac{0}{0}$ | $\frac{3}{7}$ |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 15 |
| MAJOR COURSES | 50 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 66 |

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.

***License Cosmetologist seeking an Associate Degree**

- Complete the College Admission procedure.
- High School Diploma or High School Equivalency certificate.
- 25% of this degree credit must be complete at Bladen Community College.
- Current N.C. State Board of Cosmetic Arts issued Cosmetology License.

***Contact the cosmetology department for the additional admission requirements.**

| CREDIT GRANTED | |
|--------------------------|--------------------------|
| 1200 Hour Program | 1500 Hour Program |
| COS 111 | COS 111 |
| COS 112 | COS 112 |
| COS 113 | COS 113 |
| COS 114 | COS 114 |
| COS 115 | COS 115 |
| COS 116 | COS 116 |
| | COS 117 |
| | COS 118 |

COSMETOLOGY

CREDENTIAL: DIPLOMA

CODE: D55140

This curriculum is designed to provide competency-based knowledge, scientific/artistic principle and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design,

chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successful passing of the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

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

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

COSMETOLOGY DIPLOMA CURRICULUM

| <u>Course Prefix, No., and Title</u> | Hours Per Week | | | |
|---|-----------------------|--------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| 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 Writing & Inquiry | <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 110 Math Measurement & Literacy | <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 Trichology & 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 | <u>01</u> |
| TOTAL CREDIT HOURS | 48 |

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

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

COSMETOLOGY

CREDENTIAL: CERTIFICATE

CODE: C55140

This curriculum is designed to provide competency based knowledge, scientific/artistic principle and hands-on fundamentals associated with the hairdressing industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination upon completion of this program. Upon successful passing of the State Board Exam, and receiving an apprenticeship license, graduates will then complete a six month apprenticeship under a licensed cosmetologist. Upon completion of apprenticeship, graduates will be able to apply for cosmetologist license.

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.

COSMETOLOGY CERTIFICATE CURRICULUM

CREDENTIAL: CERTIFICATE

CODE: C55140

| <u>Course Prefix, No., and Title</u> | <u>Hours Per Week</u> | | | <u>Credit</u> |
|--------------------------------------|-----------------------|------------|-----------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | |
| COS 111 Cosmetology Concepts I | 4 | 0 | 0 | 4 |
| COS 112 Salon I | 0 | 24 | 0 | 8 |
| COS 113 Cosmetology Concepts II | 4 | 0 | 0 | 4 |
| COS 114 Salon II | 0 | 24 | 0 | 8 |
| COS 115 Cosmetology Concepts III | 4 | 0 | 0 | 4 |
| COS 116 Salon III | 0 | 12 | 0 | 4 |
| COS 224 Trichology & Chemistry | <u>1</u> | <u>3</u> | <u>0</u> | <u>2</u> |
| | 13 | 63 | 0 | 34 |

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

necessary, to earn the 1200 contact hours needed for a certificate.

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

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

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

COSMETOLOGY INSTRUCTOR

CREDENTIAL: CERTIFICATE

CODE: C55160

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

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

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

COSMETOLOGY INSTRUCTOR CERTIFICATE CURRICULUM

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

| <u>Course Prefix, No., and Title</u> | <u>Hours per Week</u> | | | |
|--------------------------------------|-----------------------|------------|-----------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
| COS 271 Instructor Concepts I | 5 | 0 | 0 | 5 |
| COS 272 Instructor Practicum | 0 | 21 | 0 | 7 |
| COS 273 Instructor Concepts II | 5 | 0 | 0 | 5 |
| COS 274 Instructor Practicum | <u>0</u> | <u>21</u> | <u>0</u> | <u>7</u> |
| | 10 | 42 | 0 | 24 |

CRIMINAL JUSTICE TECHNOLOGY

CREDENTIAL: A.A.S.

CODE: A55180

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

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

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

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

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

CRIMINAL JUSTICE TECHNOLOGY A.A.S. CURRICULUM

| <u>COURSE PREFIX, NO., AND TITLE</u> | <u>Hours Per Week</u> | | | |
|--|-----------------------|------------|-----------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
| Fall Semester -1st Year | | | | |
| ACA 115 Success & Study Skills | 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 Writing & Inquiry | 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 143 Quantitative Literacy | 2 | 2 | 0 | 3 |
| CJC 141 Corrections | 3 | 0 | 0 | 3 |

| | | | | | |
|---------------------------------|--------------------------------|-----------|----------|----------|-----------|
| CJC 160 | Terrorism: Underlying Issues | 3 | 0 | 0 | 3 |
| CJC 221 | Investigative Principles | 3 | 2 | 0 | 4 |
| _____ | **Elective (Human/Fine Arts) | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 17 | 4 | 0 | 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 105-108.**

| | |
|--|------------------|
| 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 began in the Fall of 2013. The new curriculum is a modular approach. The modules are rich in context and conceptual understanding. Developmental students are able to complete the curriculum in an academic year. The new curriculum is 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> |
| 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 |
| DRE 096 Integrated Reading and Writing | 2.5 | 1 | 0 | 3 |
| DRE 097 Integrated Reading and Writing II | 2.5 | 1 | 0 | 3 |
| DRE 098 Integrated Reading and Writing III | 2.5 | 1 | 0 | 3 |

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

| 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 | Writing & Inquiry | 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 |
| OR | | | | | |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| CIS 110 | Intro to Computer | 2 | 2 | 0 | 3 |
| 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 153 | Health, Safety, & Nutrit | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 17 | 2 | 0 | 18 |
| Fall Semester-2nd Year | | | | | |
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| OR | | | | | |
| MAT 110 | Math Measurement & Literacy | 2 | 2 | 0 | 3 |
| EDU 221 | Children with Sp Needs | 3 | 0 | 0 | 3 |

| | | | | | |
|---------|---------------------------|-----------|----------|----------|-----------|
| EDU 234 | Infants, Toddlers, & Twos | 3 | 0 | 0 | 3 |
| EDU 259 | Curriculum Planning | 3 | 0 | 0 | 3 |
| EDU 261 | Early Childhood Adm I | 3 | 0 | 0 | 3 |
| EDU 271 | Educational Technology | <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 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 | 9 | 0 | 16 |

**** Choose one course from the following list**

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--------------------------------------|--------------|------------|-----------------|---------------|
| ART 114 Art History Survey I | 3 | 0 | 0 | 3 |
| ART 115 Art History Survey II | 3 | 0 | 0 | 3 |
| ART 240 Painting I | 3 | 0 | 0 | 3 |
| DRA 111 Theatre Appreciation | 3 | 0 | 0 | 3 |
| ENG 125 Creative Writing I | 3 | 0 | 0 | 3 |
| HUM 120 Cultural Studies | 3 | 0 | 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 |
| PHI 215 Philosophical Issues | 3 | 0 | 0 | 3 |
| PHI 240 Introduction to Ethics | 3 | 0 | 0 | 3 |
| REL 110 World Religions | 3 | 0 | 0 | 3 |
| REL 111 Eastern Religions | 3 | 0 | 0 | 3 |
| REL 212 Intro to New Testament | 3 | 0 | 0 | 3 |
| REL 221 Religion in America | 3 | 0 | 0 | 3 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|-------------------------------|------------------|
| GENERAL EDUCATION | 17 |
| MAJOR COURSES | 51 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | <u>69</u> |

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.

EARLY CHILDHOOD EDUCATION
CREENTIAL: DIPLOMA

CODE: D55220

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 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.

EARLY CHILDHOOD EDUCATION 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 |
| ENG 111 | Writing & Inquiry | 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 | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 13 | 2 | 0 | 14 |
| Spring Semester | | | | | |
| CIS 110 | Intro to Computer | 2 | 2 | 0 | 3 |
| 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 153 | Health, Safety, & Nutrit | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 14 | 2 | 0 | 15 |
| Summer Semester | | | | | |
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| OR | | | | | |
| MAT 110 | Math Measurement & Literacy | 2 | 2 | 0 | 3 |
| EDU 221 | Children with Sp Needs | 3 | 0 | 0 | 3 |

| | | | | | |
|---------|---------------------------|-----------|-----------|----------|-----------|
| EDU 234 | Infants, Toddlers, & Twos | 3 | 0 | 0 | 3 |
| EDU 280 | Language and Literacy Exp | 3 | 0 | 0 | 3 |
| EDU 284 | Early Child Capstone Prac | <u>1</u> | <u>2</u> | <u>0</u> | <u>4</u> |
| | | 12 | 11 | 0 | 16 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|-------------------------------|------------------|
| GENERAL EDUCATION | 9 |
| MAJOR COURSES | 35 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 45 |

ADMINISTRATOR EARLY CHILDHOOD CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE C55220A

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--------------------------------------|--------------|------------|-----------------|---------------|
| CIS 110 Intro to Computer | 2 | 2 | 0 | 3 |
| EDU 119 Early Childhood Educ | 4 | 0 | 0 | 4 |
| EDU 146 Child Guidance | 3 | 0 | 0 | 3 |
| 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> |
| | 18 | 2 | 0 | 19 |

LEAD TEACHER EARLY CHILDHOOD CERTIFICATE

CREDENTIAL: CERTIFICATE

CODE C55220T

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--------------------------------------|--------------|------------|-----------------|---------------|
| CIS 110 Intro to Computer | 2 | 2 | 0 | 3 |
| 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> |
| | 15 | 2 | 0 | 16 |

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 Residential Wiring | 2 | 6 | 0 | 4 |
| ACA 115 Success & Study Skills | 0 | 2 | 0 | 1 |
| CIS 110 Intro to Computers | 2 | 2 | 0 | 3 |
| ENG 111 Writing & Inquiry | <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 Commercial Wiring | 2 | 6 | 0 | 4 |
| MAT 110 Math Measurement & Literacy | 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 |
| WBL 111 Work-Based Learning I | 0 | 10 | 0 | 1 |
| PHY 110 Conceptual Physics | 3 | 0 | 0 | 3 |
| PHY 110A Conceptual Physics Lab | 0 | 2 | 0 | 1 |
| ISC 112 Industrial Safety | <u>2</u> | <u>0</u> | <u>0</u> | <u>2</u> |
| | 11 | 21 | 0 | 16 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 15 |
| MAJOR COURSES | 52 |
| 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 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

| <u>Course Prefix, No., and Title</u> | <u>Hours Per Week</u> | | | |
|--------------------------------------|-----------------------|------------|-----------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
| Fall Semester | | | | |
| ELC 112 DC/AC Electricity | 3 | 6 | 0 | 5 |
| ACA 115 Success & Study Skills | 0 | 2 | 0 | 1 |
| ELC 113 Residential Wiring | 2 | 6 | 0 | 4 |
| ELC 128 Intro to PLC | 2 | 3 | 0 | 3 |
| CIS 110 Intro to Computers | 2 | 2 | 0 | 3 |
| ENG 111 Writing & Inquiry | <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 110 Math Measurement & Literacy | 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 Commercial Wiring | <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 | 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.

ELECTRICAL SYSTEMS TECHNOLOGY

CREDENTIAL: CERTIFICATE-ELECTRICITY CODE: C35130EL

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 - ELECTRICITY**

| Hours Per Week | | Class | Lab | Clinical | Credit |
|--------------------------------------|--------------------|--------------|------------|-----------------|---------------|
| Course Prefix, No., and Title | | | | | |
| Fall Semester | | | | | |
| ELC 112 | DC/AC Electricity | 3 | 6 | 0 | 5 |
| ELC 113 | Residential Wiring | <u>2</u> | <u>6</u> | <u>0</u> | <u>4</u> |
| | | 5 | 12 | 0 | 9 |
| Spring Semester | | | | | |
| ELC 114 | Commercial Wiring | 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: C351301C

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 – INDUSTRIAL CONTROLS**

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 |

EMERGENCY MEDICAL SCIENCE**CREDENTIAL: A.A.S.****CODE: A45340**

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

EMERGENCY MEDICAL SCIENCE A.A.S. CURRICULUM

| Course Prefix, No., and Title | Hours Per Week | | | |
|---------------------------------------|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| Fall Semester I | | | | |
| HSC 110 Orientation to Health Careers | 1 | 0 | 0 | 1 |
| BIO 168 Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| OST 141 Medical Terminology I | 3 | 0 | 0 | 3 |
| EMS 110 EMT | <u>6</u> | <u>6</u> | <u>0</u> | <u>8</u> |
| | 13 | 9 | 0 | 16 |
| Spring Semester I | | | | |
| BIO 169 Anatomy and Physiology II | 3 | 3 | 0 | 4 |
| OST 142 Medical Terminology II | 3 | 0 | 0 | 3 |
| ENG 111 Writing and Inquiry | 3 | 0 | 0 | 3 |
| EMS 122 EMS Clinical Practicum I | 0 | 0 | 0 | 1 |
| EMS 130 Pharmacology | 3 | 3 | 0 | 4 |
| EMS 131 Advance Airway Management | <u>1</u> | <u>2</u> | <u>0</u> | <u>2</u> |
| | 13 | 8 | 0 | 17 |
| Summer Semester I | | | | |
| EMS 160 Cardiology I | 1 | 3 | 0 | 2 |
| EMS 221 EMS Clinical Practicum II | 0 | 0 | 6 | 2 |
| EMS 240 Patients w/Special Challenges | <u>1</u> | <u>2</u> | <u>0</u> | <u>2</u> |
| | 2 | 5 | 6 | 6 |
| Fall Semester II | | | | |
| HUM 115 Critical Thinking | 3 | 0 | 0 | 3 |
| PSY 150 General Psychology | 3 | 0 | 0 | 3 |
| EMS 220 Cardiology II | 2 | 3 | 0 | 3 |
| EMS 231 Clinical Practicum III | 0 | 0 | 9 | 3 |
| EMS 250 Medical Emergencies | <u>3</u> | <u>3</u> | <u>0</u> | <u>4</u> |
| | 11 | 6 | 9 | 16 |

Spring Semester II

| | | | | | |
|---------|---------------------------|----------|----------|-----------|-----------|
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| EMS 241 | EMS Clinical Practicum IV | 0 | 0 | 12 | 4 |
| EMS 260 | Trauma Emergencies | 1 | 3 | 0 | 2 |
| EMS 270 | Life Span Emergencies | 2 | 3 | 0 | 3 |
| EMS 285 | EMS Capstone | <u>1</u> | <u>3</u> | <u>0</u> | <u>2</u> |
| | | 7 | 9 | 12 | 14 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|-----------------|
| GENERAL EDUCATION COURSES | 16 |
| MAJOR COURSES | 52 |
| OTHER REQUIRED COURSES | <u>1</u> |
| TOTAL CREDIT HOURS | 69 |

EMERGENCY MEDICAL SCIENCE – BRIDGE PROGRAM**CREENTIAL: A.A.S.****CODE: A45340B**

The Emergency Medical Science Bridge program is developed to allow currently certified paramedics to earn an Associate of Applied Science degree in Emergency Medical Science. A total of 44 hours will be awarded to certified paramedics.

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

EMERGENCY MEDICAL SCIENCE – BRIDGE PROGRAM**A.A.S. CURRICULUM**

| Course Prefix, No., and Title | Hours Per Week | | | |
|--------------------------------------|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| Fall Semester | | | | |
| ENG 111 Writing and Inquiry | 3 | 0 | 0 | 3 |
| PSY 150 General Psychology | 3 | 0 | 0 | 3 |
| BIO 168 Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| EMS 280 EMS Bridging Course | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | 11 | 5 | 0 | 13 |

Spring Semester

| | | | | | |
|---------|-------------------------------|----------|----------|----------|----------|
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| EMS 260 | Trauma Emergencies | 1 | 3 | 0 | 2 |
| EMS 131 | Advance Airway Management | 1 | 2 | 0 | 2 |
| HSC 110 | Orientation to Health Careers | <u>1</u> | <u>0</u> | <u>0</u> | <u>1</u> |
| | | 9 | 5 | 0 | 11 |

Summer Semester

| | | | | | |
|---------|---------------------------|----------|----------|----------|----------|
| BIO 169 | Anatomy and Physiology II | <u>3</u> | <u>3</u> | <u>0</u> | <u>4</u> |
| | | 3 | 3 | 0 | 4 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 16 |
| MAJOR COURSES | 11 |
| OTHER REQUIRED COURSES | 1 |
| TRANSFER CREDITS | <u>44</u> |
| TOTAL CREDIT HOURS | 72 |

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 Writing & Inquiry | 3 | 0 | 0 | 3 |
| Required: ENG 114 Prof Research & Reporting | 3 | 0 | 0 | 3 |
| 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 143 | Quantitative Literacy | 2 | 2 | 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 110 is an elective for Associate Degree Nursing students.

A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included. Selected topics or seminar courses may be included in a program of study up to a maximum of 3 semester hours credit.

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 | Writing & Inquiry | 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 110 | Math Measurement & Literacy | 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

| | | | | | |
|---------|--------------------------|---|---|---|---|
| COM 231 | Public Speaking | 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

A maximum of 9 semester hours of credit (SHC) may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration.

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

| | | Hours Per Week | | | |
|---|-------------------------------|----------------|------------|-----------------|---------------|
| <u>Course Prefix, No., and Title</u> | | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
| ACC 120 | Prin of Financial Acct | 3 | 2 | 0 | 4 |
| BUS 110 | Intro to Business | 3 | 0 | 0 | 3 |
| CIS 110 | Intro to Computers | 2 | 2 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| ENG 111 | Writing and Inquiry | 3 | 0 | 0 | 3 |
| ECO 251 | Prin of Microecon | 3 | 0 | 0 | 3 |
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| OR | | | | | |
| MAT 152 | Statistical Methods I | 3 | 2 | 0 | 4 |
| Select 7 hours from the following courses: | | | | | |
| ACC 121 | Prin of Managerial Acct | 3 | 2 | 0 | 4 |
| BUS 121 | Business Math | 2 | 2 | 0 | 3 |
| BUS 135 | Principles of Supervision | 3 | 0 | 0 | 3 |
| BUS 230 | Small Business Management | 3 | 0 | 0 | 3 |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |
| Select 3 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 |
| ART 240 | Painting I | 3 | 0 | 0 | 3 |
| ART 283 | Ceramics I | 3 | 0 | 0 | 3 |
| DRA 111 | Theatre Appreciation | 3 | 0 | 0 | 3 |
| DRA 126 | Storytelling | 3 | 0 | 0 | 3 |
| HUM 110 | Technology and Society | 3 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 3 |
| HUM 120 | Cultural Studies | 3 | 0 | 0 | 3 |
| HUM 121 | The Nature of America | 3 | 0 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 0 | 3 |
| HUM 130 | Myths in Human Culture | 3 | 0 | 0 | 3 |
| HUM 160 | Introduction to Film | 3 | 0 | 0 | 3 |
| HUM 170 | The Holocaust | 3 | 0 | 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 |
| PHI 215 | Philosophical Issues | 3 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 3 |
| REL 110 | World Religion | 3 | 0 | 0 | 3 |
| REL 111 | Eastern Religion | 3 | 0 | 0 | 3 |
| REL 112 | Western Religion | 3 | 0 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 3 |
| REL 221 | Religion in America | 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

| <u>Course prefix, No., and Title</u> | <u>Hours per Week</u> | | |
|--------------------------------------|-----------------------|------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Credit</u> |
| Fall Semester I | | | |
| ELC 112 DC/AC Electricity | 3 | 6 | 5 |
| ELC 113 Residential Wiring | 2 | 6 | 4 |
| ACA 115 Success & Study Skills | 0 | 2 | 1 |
| HYD 110 Hydraulics/Pneumatics I | 2 | 3 | 3 |
| AHR 120 HVACR Maintenance | 1 | 3 | 2 |
| MNT 110 Intro to Maint Procedures | <u>1</u> | <u>3</u> | <u>2</u> |
| | 9 | 23 | 17 |
| Spring Semester I | | | |
| ELC 117 Motors & Controls | 2 | 6 | 4 |
| COM 231 Public Speaking | 3 | 0 | 3 |
| BPR 111 Print Reading | 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 |
| ISC 132 | Manufacturing Quality Control | 2 | 3 | 3 |
| MNT 160 | Industrial Fabrication | 1 | 3 | 2 |
| MAT 110 | Math Measurement and Literacy | 2 | 2 | 3 |
| _____ | *Focused Elective from list below | <u>1-4</u> | <u>0-6</u> | <u>2-4</u> |
| | | 10-13 | 17-23 | 17-19 |

Spring Semester II

| | | | | |
|---------|-----------------------------------|--------------|-------------|--------------|
| ENG 111 | Writing & Inquiry | 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 |
| HUM 115 | Critical Thinking | 3 | 0 | 3 |
| _____ | *Focused Elective from list below | <u>1-4</u> | <u>0-6</u> | <u>2-4</u> |
| | | 10-13 | 9-15 | 14-16 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 15 |
| MAJOR COURSES | 53-57 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 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 Commercial Wiring | 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 |
| MAC 111 Machining Technology I | 2 | 12 | 6 |
| 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 110 | Conceptual Physics | 3 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 1 |
| 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

| <u>Course Prefix, No. And Title</u> | <u>Hours Per Week</u> | | |
|---|-----------------------|------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Credit</u> |
| 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 Writing & Inquiry | 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 Print Reading | 1 | 2 | 2 |

| | | | | |
|------------------------|-------------------------------|----------|-----------|-----------|
| WLD 112 | Basic Welding Processes | 1 | 3 | 2 |
| MAT 110 | Math Measurement and Literacy | 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: C50240BT

| <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 |
| 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> | <u>Hours Per Week</u> | | |
|--|-----------------------|------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Credit</u> |
| Fall Semester | | | |
| BPR 111 Print Reading | 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 Residential Wiring | 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 Print 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

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

| | | Hours Per Week | | |
|--|---------------------------------|----------------|------------|---------------|
| <u>Course Prefix, No. and Title</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 | Print 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: C50240IP

| | | Hours Per Week | | |
|-------------------------------------|-------------------------|----------------|------------|---------------|
| <u>Course Prefix, No. and Title</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 | Print 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: C50240MC**

| | | Hours Per Week | | |
|--|------------------------|-----------------------|------------|---------------|
| <u>Course Prefix, No. and Title</u> | | <u>Class</u> | <u>Lab</u> | <u>Credit</u> |
| Fall Semester | | | | |
| BPR 111 | Print Reading | 1 | 2 | 2 |
| MEC 111 | Machine Processes I | 1 | 4 | 3 |
| MEC 112 | Machine Processes II | <u>2</u> | <u>3</u> | <u>3</u> |
| | | 4 | 9 | 8 |
| Spring Semester | | | | |
| MAC 111 | Machining Technology I | 2 | 12 | 6 |
| ISC 112 | Industrial Safety | <u>2</u> | <u>0</u> | <u>2</u> |
| | | 4 | 12 | 8 |
| Total Semester Hours in Program | | 16 | | |

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 | | | | |
| PSY 244 Child Development I | 3 | 0 | 0 | 3 |
| 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 |

INFORMATION TECHNOLOGY

CREDENTIAL A.A.S.

CODE A25590

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of 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.

INFORMATION 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-1st Year | | | | |
| CTI 110 Web, Pgm, & DB Foundation | 2 | 2 | 0 | 3 |
| CTI 120 Network & Sec Foundation | 2 | 2 | 0 | 3 |
| DBA 110 Database Concepts | 2 | 3 | 0 | 3 |
| NET 110 Networking Concepts | 2 | 2 | 0 | 3 |

| | | | | | |
|---------------------------------|------------------------------|-----------|-----------|----------|-----------|
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| ACA 115 | Success & Study Skills | <u>0</u> | <u>2</u> | <u>0</u> | <u>1</u> |
| | | 10 | 13 | 0 | 16 |
| Spring Semester-1st Year | | | | | |
| CIS 115 | Intro to Prog. & Logic | 2 | 3 | 0 | 3 |
| CTI 130 | Os and Device Foundation | 4 | 4 | 0 | 6 |
| NOS 110 | Operating System Concepts | 2 | 3 | 0 | 3 |
| WEB 111 | Introduction to Web Graphics | 2 | 2 | 0 | 3 |
| ENG 111 | Writing and Inquiry | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 13 | 12 | 0 | 18 |
| Fall Semester-2nd Year | | | | | |
| CTS 115 | Info Sys Business Concepts | 3 | 0 | 0 | 3 |
| DBA 120 | Database Programming I | 2 | 2 | 0 | 3 |
| NOS 130 | Windows Single User | 2 | 2 | 0 | 3 |
| WEB 182 | PHP Programming | 2 | 2 | 0 | 3 |
| COM 231 | Public Speaking | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 12 | 6 | 0 | 15 |
| Spring Semester-2nd Year | | | | | |
| CCT 110 | Intro to Cyber Crime | 3 | 0 | 0 | 3 |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |
| NOS 230 | Windows Admin I | 2 | 2 | 0 | 3 |
| SEC 110 | Security Concepts | 2 | 2 | 0 | 3 |
| HUM 110 | Technology and Society | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 15 | 6 | 0 | 18 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 15 |
| MAJOR COURSES | 51 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 67 |

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.

INFORMATION TECHNOLOGY CREDENTIAL DIPLOMA CODE D25590

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database

services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

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.

INFORMATION TECHNOLOGY

| <u>Course Prefix, No., and Title</u> | Hours Per Week | | | |
|--|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| Fall Semester-1st Year | | | | |
| CTI 110 Web, Pgm, & DB Foundation | 2 | 2 | 0 | 3 |
| CTI 120 Network & Sec Foundation | 2 | 2 | 0 | 3 |
| NET 110 Networking Concepts | 2 | 2 | 0 | 3 |
| CTS 115 Info Sys Business Concepts | 3 | 0 | 0 | 3 |
| COM 231 Public Speaking | 3 | 0 | 0 | 3 |
| ACA 115 Success & Study Skills | <u>0</u> | <u>2</u> | <u>0</u> | <u>1</u> |
| | 12 | 8 | 0 | 16 |
| Spring Semester-1st Year | | | | |
| CIS 115 Intro to Prog. & Logic | 2 | 3 | 0 | 3 |
| CTI 130 Os and Device Foundation | 4 | 4 | 0 | 6 |
| NOS 110 Operating System Concepts | 2 | 3 | 0 | 3 |
| CTS 130 Spreadsheet | 2 | 2 | 0 | 3 |
| SEC 110 Security Concepts | 2 | 2 | 0 | 3 |
| HUM 110 Technology and Society | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | 15 | 14 | 0 | 21 |
| Total Semester Hours in Program | | | 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.

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

**INFORMATION TECHNOLOGY
DATABASE CERTIFICATE**

CREDENTIAL CERTIFICATE **CODE C25590D**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of 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.

**INFORMATION TECHNOLOGY
DATABASE CERTIFICATE**

| <u>Course Prefix, No., and Title</u> | Hours Per Week | | | |
|--|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| CTI 110 Web, Pgm, & DB Foundation | 2 | 2 | 0 | 3 |
| CTI 120 Network & Sec Foundation | 2 | 2 | 0 | 3 |
| DBA 110 Database Concepts | 2 | 3 | 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 |

**INFORMATION TECHNOLOGY
NETWORKING / SECURITY CERTIFICATE**

CREDENTIAL CERTIFICATE **CODE C25590N**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of 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.

**INFORMATION TECHNOLOGY
NETWORKING / SECURITY 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> |
| CTI 120 Network & Sec Foundation | 2 | 2 | 0 | 3 |
| NET 110 Networking Concepts | 2 | 2 | 0 | 3 |
| CCT 110 Intro to Cyber Crime | 3 | 0 | 0 | 3 |
| SEC 110 Security Concepts | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| Total Semester Hours in Program | 9 | 6 | 0 | 12 |

**INFORMATION TECHNOLOGY
OPERATING SYSTEMS CERTIFICATE
CREDENTIAL CERTIFICATE CODE C255900**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of 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.

**INFORMATION TECHNOLOGY
OPERATING SYSTEMS CERTIFICATE**

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--|--------------|------------|-----------------|---------------|
| CTI 130 Os and Device Foundation | 4 | 4 | 0 | 6 |
| NOS 110 Operating System Concepts | 2 | 3 | 0 | 3 |
| NOS 130 Windows Single User | 2 | 2 | 0 | 3 |
| NOS 230 Windows Admin I | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| Total Semester Hours in Program | 10 | 11 | 0 | 15 |

**INFORMATION TECHNOLOGY
WEB PROGRAMMING CERTIFICATE**

CREDENTIAL CERTIFICATE

CODE C25590W

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of 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.

**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> |
| CTI 110 Web, Pgm, & DB Foundation | 2 | 2 | 0 | 3 |
| CIS 115 Intro to Prog. & Logic | 2 | 3 | 0 | 3 |
| WEB 111 Introduction to Web Graphics | 2 | 2 | 0 | 3 |
| WEB 182 PHP Programming | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| Total Semester Hours in Program | 8 | 9 | 0 | 12 |

MEDICAL OFFICE ADMINISTRATION

CREDENTIAL: A.A.S.

CODE: A25310

The Medical Office Administration curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

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

MEDICAL OFFICE ADMINISTRATION A.A.S. CURRICULUM

| <u>Course Prefix, No. And Title</u> | <u>Hours Per Week</u> | | | |
|-------------------------------------|-----------------------|------------|-----------------|---------------|
| | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
| Fall Semester-1st Year | | | | |
| CIS 110 Introduction to Computers | 2 | 2 | 0 | 3 |
| ENG 111 Writing and Inquiry | 3 | 0 | 0 | 3 |
| OST 131 Keyboarding | 1 | 2 | 0 | 2 |
| OST 148 Med Coding Billing & Insu | 3 | 0 | 0 | 3 |
| MED 121 Medical Terminology I | 3 | 0 | 0 | 3 |
| OR | | | | |
| OST 141 Med Terms I-Med Office | 3 | 0 | 0 | 3 |
| ACA 115 Success & Study Skills | <u>0</u> | <u>2</u> | <u>0</u> | <u>1</u> |
| | 12 | 6 | 0 | 15 |
| Spring Semester-1st Year | | | | |
| BIO 168 Anatomy and Physiology I | 3 | 3 | 0 | 4 |

| | | | | | |
|---------------------------------|---|--------------|----------|------------|--------------|
| MED 122 | Medical Terminology II | 3 | 0 | 0 | 3 |
| | OR | | | | |
| OST 142 | Med Terms II-Med Office | 3 | 0 | 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 247 | Procedure Coding | <u>1</u> | <u>2</u> | <u>0</u> | <u>2</u> |
| | | 14 | 9 | 0 | 18 |
| Fall Semester-2nd Year | | | | | |
| OST 149 | Med Legal Issues | 3 | 0 | 0 | 3 |
| OST 153 | Office Finance Solutions | 1 | 2 | 0 | 2 |
| OST 248 | Diagnostic Coding | 1 | 2 | 0 | 2 |
| OST 281 | Emer Issues in Med Ofc | 3 | 0 | 0 | 3 |
| OST 286 | Professional Development | 3 | 0 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 3 |
| | OR | | | | |
| ENG 115 | Oral Communication | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 14 | 4 | 0 | 16 |
| Spring Semester-2nd Year | | | | | |
| CTS 130 | Spreadsheet | 2 | 2 | 0 | 3 |
| OST 243 | Med Office Simulation | 2 | 2 | 0 | 3 |
| _____ | Medical Office Elective | 2-3 | 2 | 0-3 | 3-5 |
| | (Select one: OST 184, OST 249, or MED 183) | | | | |
| _____ | Social/Behav Sciences Elective | 3 | 0 | 0 | 3 |
| | (Select one: ECO 251, POL 110, or PSY 150) | | | | |
| _____ | Humanities/Fine Arts Elect | 3 | 0 | 0 | 3 |
| | (Select one: ENG 125, HUM 115, or PHI 240) | | | | |
| MAT 143 | Quantitative Literacy | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | | 14-15 | 8 | 0-3 | 18-20 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 15 |
| MAJOR COURSES | 51-53 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 67-69 |

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.

MEDICAL OFFICE ADMINISTRATION
CREENTIAL: DIPLOMA

CODE: D25310

The Medical Office Administration curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

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.

MEDICAL OFFICE ADMINISTRATION 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 | | | | |
| CIS 110 Introduction to Computers | 2 | 2 | 0 | 3 |
| ENG 111 Writing and Inquiry | 3 | 0 | 0 | 3 |
| OST 148 Med Coding Billing & Insu | 3 | 0 | 0 | 3 |
| MED 121 Medical Terminology I | 3 | 0 | 0 | 3 |
| OR | | | | |
| OST 141 Med Terms I-Med Office | 3 | 0 | 0 | 3 |
| OST 281 Emer Issues in Med Ofc | 3 | 0 | 0 | 3 |
| COM 231 Public Speaking | 3 | 0 | 0 | 3 |
| OR | | | | |
| ENG 115 Oral Communication | 3 | 0 | 0 | 3 |
| ACA 115 Success & Study Skills | <u>0</u> | <u>2</u> | <u>0</u> | <u>1</u> |
| | 16 | 8 | 0 | 20 |
| Spring Semester | | | | |
| BIO 168 Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| MED 122 Medical Terminology II | 3 | 0 | 0 | 3 |
| OR | | | | |
| OST 142 Med Terms II-Med Office | 3 | 0 | 0 | 3 |
| OST 134 Text Entry & Formatting | 2 | 2 | 0 | 3 |
| OST 149 Med Legal Issues | 3 | 0 | 0 | 3 |
| OST 164 Text Editing Applications | 3 | 0 | 0 | 3 |
| OST 243 Med Office Simulation | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | 16 | 7 | 0 | 19 |

| | |
|--|------------------|
| 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.

MEDICAL OFFICE ADMINISTRATION
CREDENTIAL: CERTIFICATE CODE: C25310

The Medical Office Administration curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

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.

MEDICAL OFFICE ADMINISTRATION 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> |
| OST 148 Med Coding Billing & Insu | 3 | 0 | 0 | 3 |
| MED 121 Medical Terminology I | 3 | 0 | 0 | 3 |
| OR | | | | |
| OST 141 Med Terms I-Med Office | 3 | 0 | 0 | 3 |
| MED 122 Medical Terminology II | 3 | 0 | 0 | 3 |
| OR | | | | |
| OST 142 Med Terms II-Med Office | 3 | 0 | 0 | 3 |
| OST 136 Word Processing | 2 | 2 | 0 | 3 |
| OST 164 Text Editing Applications | 3 | 0 | 0 | 3 |
| OST 243 Med Office Simulation | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | 16 | 4 | 0 | 18 |

NURSE AIDE

CREENTIAL: DIPLOMA

CODE: D45970

The Therapeutic and Diagnostic Services Diploma provides students with skills for Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Nurse Aide:

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, 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.

Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent. *Applicable fees are attached to NAS courses in this program and the student is required to purchase uniforms.*

NURSE AIDE 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 | | | | |
| NAS 101 Nurse Aide I | 3 | 4 | 3 | 6 |
| PSY 150 General Psychology | 3 | 0 | 0 | 3 |
| BIO 111 General Biology | 3 | 3 | 0 | 4 |
| ENG 111 Writing & Inquiry | 3 | 0 | 0 | 3 |
| HSC 110 Orientation to Health Careers | 1 | 0 | 0 | 1 |
| HEA 112 First Aid & CPR | <u>1</u> | <u>2</u> | <u>0</u> | <u>2</u> |
| | 14 | 9 | 3 | 19 |
| Spring Semester | | | | |
| NAS 102 Nurse Aide II | 3 | 2 | 6 | 6 |
| BIO 168 Anatomy & Physiology I | 3 | 3 | 0 | 4 |
| CIS 110 Intro to Computers | 2 | 2 | 0 | 3 |
| HUM 115 Critical Thinking | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | 11 | 7 | 6 | 16 |
| Summer Semester | | | | |
| PSY 241 Developmental Psych | 3 | 0 | 0 | 3 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|---------------------------|------------------|
| GENERAL EDUCATION COURSES | 06 |
| MAJOR COURSES | 15 |
| OTHER REQUIRED COURSES | <u>17</u> |
| TOTAL CREDIT HOURS | 38 |

NURSE AIDE

CREDENTIAL: CERTIFICATE

CODE: C45840

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 Division of Health Service Regulation (DHSR) Nurse Aide registry as Nursing Assistant I and the N.C. Board of Nursing Nurse Aide II registry as a Nursing Assistant II. 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 following course requirements.

To qualify for admission into this program, the applicant must have a high school diploma or the equivalent. *Applicable fees are attached to NAS courses in this program and the student is required to purchase uniforms.*

NURSE AIDE 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> |
| NAS 101 Nurse Aide I | 3 | 4 | 3 | 6 |
| NAS 102 Nurse Aide II | <u>3</u> | <u>2</u> | <u>6</u> | <u>6</u> |
| Total Semester Hours in Program | 6 | 6 | 9 | 12 |

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 | Writing & Inquiry | 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. 163-164) | 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 231 | Public Speaking | 3 | 0 | 0 | 3 |
| MAT 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| _____ | Business Technology Elective | <u>1-3</u> | <u>0-2</u> | <u>0</u> | <u>3</u> |
| _____ | (Choose from list on pgs. 163-164) | 14-16 | 6-8 | 0 | 19 |
| Spring Semester~2nd Year | | | | | |
| WBL 111 | Work-Based Learning 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 | <u>1-3</u> | <u>0-2</u> | <u>0</u> | <u>3</u> |
| _____ | (Choose from list on pgs. 163-164) | | | | |
| _____ | Humanities/Fine Arts Elect (Select one: HUM 115, ENG 125, or PHI 240) | 3 | 0 | 0 | 3 |
| _____ | Social/Behav Sciences Elective (Select one: ECO 251, POL 110, or PSY 150) | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 11- 13 | 4-6 | 10 | 16 |

| | |
|--|------------------|
| SEMESTER HOURS REQUIRED TO GRADUATE | |
| GENERAL EDUCATION COURSES | 15 |
| MAJOR COURSES | 54 |
| OTHER REQUIRED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | <u>70</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.

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

| <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 | | | | | |
| 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 | Writing & Inquiry | 3 | 0 | 0 | 3 |
| 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 one from list on on pgs. 163-164) | 12-14 | 10-12 | 0 | 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 | 1-3 | 0-2 | 0 | 3 |
| | (Choose one from list on on pgs. 163-164) | | | | |
| _____ | Humanities/Fine Arts OR Social/Behav Sci. | | | | |
| | or Math Elective (Choose one from list | <u>2-3</u> | <u>0-2</u> | <u>0</u> | <u>3</u> |
| | PSY 150, ECO 251, POL 110, MAT 143, | 5-8 | 2-6 | 0 | 9 |
| | HUM 115, ENG 125, PHI 240) | | | | |

SEMESTER HOURS REQUIRED TO GRADUATE

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

**OFFICE ADMINISTRATION
BUSINESS TECHNOLOGY ELECTIVE COURSES**

| Course Prefix, No. and Title | Hours Per Week | | | |
|-------------------------------------|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| 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 236 | Adv Word/Information Processing | 2 | 2 | 0 | 3 |
| OST 241 | Med Ofc Transcription I | 1 | 2 | 0 | 2 |
| OST 242 | Med Ofc Transcription II | 1 | 2 | 0 | 2 |
| OST 243 | Med Office Simulation | 2 | 2 | 0 | 3 |
| OST 244 | Med Document Production | 1 | 2 | 0 | 2 |
| 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**

| Course Prefix, No. and Title | Hours Per Week | | | |
|-------------------------------------|-----------------------|------------|-----------------|---------------|
| | Class | Lab | Clinical | Credit |
| OST 131 Keyboarding | 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 |
| OST 289 Administrative Office Mgt | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | 13 | 8 | 0 | 17 |

**OFFICE ADMINISTRATION
MICROSOFT OFFICE APPLICATIONS CERTIFICATE
CREDENTIAL: CERTIFICATE CODE: C25370MO**

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government and industry. Job classifications range from entry-level to supervisor to middle management.

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

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

**OFFICE ADMINISTRATION
MICROSOFT OFFICE APPLICATIONS CERTIFICATE**

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

**OFFICE ADMINISTRATION
DESKTOP PUBLISHING 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 |
| 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**

| Course Prefix, No. and Title | | Hours Per Week | | |
|-------------------------------------|------------------------------|-----------------------|------------|---------------|
| | | Class | Lab | Credit |
| 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>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</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 Writing & Inquiry | 3 | 0 | 0 | 3 |
| BIO 169 Anatomy & Physiology II | 3 | 3 | 0 | 4 |
| PSY 150 General Psychology | 3 | 0 | 0 | 3 |
| PSY 241 Developmental Psychology | 3 | 0 | 0 | 3 |
| COM 231 Public Speaking | 3 | 0 | 0 | 3 |
| _____ Humanities/Fine Arts Elective | 3 | 0 | 0 | 3 |

PRACTICAL NURSING

CREENTIAL: DIPLOMA

CODE: D45660

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual.

Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

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. Applicable fees are attached to the Nursing Courses in this program. Students are required to purchase uniforms for this program.

PRACTICAL NURSING DIPLOMA CURRICULUM

| <u>Course Prefix, No., and Title</u> | Hours Per Week | | | |
|--------------------------------------|----------------|-----------|-----------|-----------|
| | Class | Lab | Clinical | Credit |
| 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 |
| NUR 117 Pharmacology | <u>1</u> | <u>3</u> | <u>0</u> | <u>2</u> |
| | 14 | 12 | 6 | 20 |
| Spring Semester | | | | |
| NUR 102 Practical Nursing II | 7 | 0 | 9 | 10 |
| BIO 169 Anatomy & Physiology II | 3 | 3 | 0 | 4 |
| ENG 111 Writing & Inquiry | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | 13 | 3 | 09 | 17 |
| Summer Semester | | | | |
| NUR 103 Practical Nursing III | <u>6</u> | <u>0</u> | <u>9</u> | <u>9</u> |
| | 6 | 0 | 9 | 9 |

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|----------------------------------|------------------|
| GENERAL EDUCATION COURSES | 06 |
| MAJOR COURSES | 32 |
| OTHER REQUIRED COURSES | <u>08</u> |
| TOTAL CREDIT HOURS | 46 |

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

SCHOOL-AGE EDUCATION

CREDENTIAL: A.A.S.

CODE: A55440

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

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

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions in public/

private schools, recreational centers, and other programs that work with school-age populations.

SCHOOL-AGE EDUCATION CURRICULUM

| 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 | Writing & Inquiry | 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 |
| OR | | | | | |
| COM 231 | Public Speaking | 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 143 | Quantitative Literacy | 2 | 2 | 0 | 3 |
| EDU 221 | Children with Sp Needs | 3 | 0 | 0 | 3 |
| OR | | | | | |
| EDU 161 | Intro to Exceptional Children | 3 | 0 | 0 | 3 |
| EDU 259 | Curriculum Planning | 3 | 0 | 0 | 3 |
| EDU 271 | Educational Technology | 2 | 2 | 0 | 3 |
| EDU 281 | Instruc Strat/Reading & Writing | 2 | 2 | 0 | 3 |
| _____ | **Humanities/Fine Arts Elective | <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |
| | | 15-16 | 6 | 0 | 17 |
| 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 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 | 9 | 0 | 14-15 |

**** See General Education Electives on pages 105-108.**

SEMESTER HOURS REQUIRED TO GRADUATE

| | |
|------------------------------|------------------|
| GENERAL EDUCATION | 15 |
| MAJOR COURSES | 52-53 |
| OTHER RELATED COURSES | <u>01</u> |
| TOTAL CREDIT HOURS | 68-69 |

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

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

SCHOOL-AGE CERTIFICATE CURRICULUM

CREDENTIAL: CERTIFICATE

CODE: C55440G

| Course Prefix, No., and Title | | Hours Per Week | | | |
|--------------------------------------|---------------------------|-----------------------|------------|-----------------|---------------|
| | | Class | Lab | Clinical | Credit |
| EDU 146 | Child Guidance | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| EDU 131 | Child, Family & Community | 3 | 0 | 0 | 3 |
| EDU 145 | Child Development II | | | | |
| | OR | 3 | 0 | 0 | 3 |
| PSY 245 | Child Development II | | | | |
| 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

| Course Prefix, No., and Title | 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 110 | Math Measurement & Literacy | 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 | Writing & Inquiry | 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 |

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

| Course Prefix, No., and Title | Hours Per Week | | | |
|-------------------------------------|----------------|-----------|----------|-----------|
| | Class | Lab | Clinical | Credit |
| 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 110 Math Measurement & Literacy | 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 Writing & Inquiry | <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 | $\frac{2}{6}$ | $\frac{0}{5}$ | $\frac{0}{0}$ | $\frac{2}{7}$ |
|---------|-------------------|---------------|---------------|---------------|---------------|

| | |
|--|------------------|
| 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.

**COMMERCIAL AND INDUSTRIAL WELDING CERTIFICATE
PROGRAM**

CODE: C50420CI

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--------------------------------------|--------------|------------|-----------------|---------------|
| WLD 110 Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 121 GMAW (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> |
| | 9 | 20 | 0 | 16 |

PIPE WELDING CERTIFICATE CURRICULUM

CODE: C50420P

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--------------------------------------|--------------|------------|-----------------|---------------|
| WLD 110 Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 116 SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 4 |
| WLD 131 GMAW (TIG) Plate | <u>2</u> | <u>6</u> | <u>0</u> | <u>4</u> |
| | 6 | 27 | 0 | 15 |

WELDING PROCESSES I CERTIFICATE PROGRAM

CODE: C50420PI

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--------------------------------------|--------------|------------|-----------------|---------------|
| WLD 110 Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 121 GMAW (Stick) FCAW/Plate | 2 | 6 | 0 | 4 |
| WLD 131 GMAW (TIG) Plate | <u>2</u> | <u>6</u> | <u>0</u> | <u>4</u> |
| | 7 | 24 | 0 | 15 |

**STRUCTURAL WELDING CERTIFICATE
CURRICULUM**

CODE: C50420S

Hours Per Week

| <u>Course Prefix, No., and Title</u> | <u>Class</u> | <u>Lab</u> | <u>Clinical</u> | <u>Credit</u> |
|--------------------------------------|--------------|------------|-----------------|---------------|
| WLD 110 Cutting Processes | 1 | 3 | 0 | 2 |
| WLD 115 SMAW (Stick) Plate | 2 | 9 | 0 | 5 |
| WLD 116 SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 4 |
| WLD 141 Symbols & Specifications | 2 | 2 | 0 | 3 |
| WLD 262 Inspection & Testing | <u>2</u> | <u>2</u> | <u>0</u> | <u>3</u> |
| | 8 | 25 | 0 | 17 |



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

Unless otherwise required by law, community colleges shall not issue a registration fee refund using State funds except under the following circumstances:

- A college shall provide a 100 percent refund to the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to the first course section meeting.
- A college shall provide a 100 percent refund to the student if the college cancels the course section in which the student is registered.
- After a regularly scheduled course section begins, the college shall provide a 75 percent refund upon the request of the student if the student officially withdraws or is officially withdrawn by the college from the course section prior to or on the 10 percent point of the scheduled hours of the course section. This sub-section applies to all course sections except those course sections that begin and end on the same calendar day. Colleges shall not provide a student refund using State funds after the start of a course section that begins and ends on the same calendar day.
- After a non-regularly scheduled course section begins, the college shall provide a 75 percent refund upon request of the student if the student withdraws or is withdrawn by the college from the course section prior to or on the 10th calendar day after the start of the course section.

Please allow four weeks for refund. Registration fees for self-supporting classes are non-refundable once the class begins. Local fees, such as malpractice insurance, accident insurance, drug screening fees, criminal background check fees, and CPR card fees are non-refundable once the class begins.

Bladen Community College Continuing Education Division reserves the right to cancel classes, workshops, and seminars due to insufficient pre-registrations and/or enrollment.

Debt to Bladen Community College must be paid prior to registration.

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.

| | |
|--|-----------------------------|
| College and Career Readiness 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 |
| High School Equivalency Diploma Testing Fee | \$20 per section/\$80 total |

SELF-SUPPORTING COURSES

Community service courses are developed to help encourage lifelong learning by providing a means to express an individual's creative, cultural, and leisure interests. These courses are offered on a self-supporting basis, which means they are supported entirely by course fees, without any state funding. Course offerings are generated by the interests and needs that are expressed by the community. Registration fees will vary and no waivers or exemptions will apply.

REGISTRATION FEES

Continuing education occupational extension registration fees are as follows:

| Course Length | Registration Fee |
|----------------------|-------------------------|
| 0-24 Hours | \$70 |
| 25-50 Hours | \$125 |
| 51+ Hours | \$180 |

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, 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, Advanced EMT, 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.

COLLEGE AND CAREER READINESS PROGRAMS

The mission of the College and Career Readiness 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), High School Equivalency, Adult High School (AHS), English as a Second Language (ESL), and Adult Basic Education Transitions. 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.

HIGH SCHOOL EQUIVALENCY

The High School Equivalency Program is designed for the adult who has not completed high school. Sixteen and seventeen-year-old students must provide a notarized College and Career Readiness 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.

A high school equivalency credential is awarded to the student by the State Board of Community Colleges when the student achieves success by meeting or exceeding the requirements of one of the approved high school equivalency assessments. Graduates participate in an annual graduation held during the month of May. All graduates must complete a graduation application and pay a \$10 graduation fee.

ADULT BASIC EDUCATION TRANSITIONS

Adult Basic Education Transitions 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.

Adult Basic Education Transitions 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 seventeen-year-old students are encouraged to stay in a public school program, but may be admitted if they provide a notarized College and Career Readiness 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 College and Career Readiness' 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 INNOVATION AND OPPORTUNITY 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 WIOA programs are located at the NCWorks Career Center of Bladen County at 401 Mercer Mill Road, Elizabethtown, NC 28337.

WIOA 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 **0 2 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 the CAA, college policies and 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 has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement. 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. <i>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).</i> | | | | |
| 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. <i>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).</i> | | | | |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> | | | | |

AGR-AGRICULTURE

| | | | | | |
|---|---------------------------------|----------|----------|----------|----------|
| 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 (using integrated pest management), 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 management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and the impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices. | | | | | |
| 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. | | | | | |

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| <p>AGR 213 Ag Law & Finance 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.</p> | <p>3 0 0 3</p> |
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| <p>AGR 214 Agricultural Marketing 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.</p> | <p>3 0 0 3</p> |
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| <p>AGR 262 Weed ID & Control 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.</p> | <p>2 3 0 3</p> |
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**AHR-AIR CONDITIONING, HEATING,
AND REFRIGERATION**

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| <p>AHR 111 HVACR Electricity 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.</p> | <p>2 2 0 3</p> |
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| <p>AHR 120 HVACR Maintenance 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.</p> | <p>1 3 0 2</p> |
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| AHR 130 HVAC Controls | 2 2 0 3 |
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Prerequisites: AHR 111, ELC 111, or ELC 112

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

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| ANS 110 Animal Science | 3 0 0 3 |
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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.

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| ANS 111 Sustainable Livestock Mfg | 2 2 0 3 |
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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.

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| ANS 150 Animal Health Management | 3 0 0 3 |
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Prerequisites: None

Corequisites:None

This course introduces animal diseases and health management. Topics include identification, prevention, management (including integrated pest management), 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

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| ANT 210 General Anthropology | 3 0 0 3 |
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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.*

ANT 230 Physical Anthropology 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the scientific study of human evolution and adaptation. Emphasis is placed on evolutionary theory, population genetics, biocultural adaptation and human variation, as well as non-human primate evolution, morphology, and behavior. Upon completion, students should be able to demonstrate an understanding of the biological and cultural processes which have resulted in the formation of the human species. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ANT 230A Physical Anthropology Lab 0 2 0 1

Prerequisites: None

Corequisites: ANT 230

This course provides laboratory work that reinforces the material presented in ANT 230. Emphasis is placed on laboratory exercises which may include fossil identification, genetic analysis, skeletal comparison, forensics, computer simulation, and field observations. Upon completion, students should be able to demonstrate an understanding of the analytical skills employed by anthropologists in the study of primate evolution and variation. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ART

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| 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. <i>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).</i> | | | | |
| 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> | | | | |
| 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. <i>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).</i> | | | | |
| 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. <i>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).</i> | | | | |
| 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 276 Interactive Media Design**0 6 0 3**

Prerequisites: None

Corequisites: None

This course introduces students to the concepts and techniques used in designing and producing interactive projects. Emphasis is placed on the interactive development process, aesthetics of visual solutions, technical proficiency, and graphical user interface (GUI) with projects including digital imaging, web design, simple animation, graphics and copyright issues. Upon completion, students should be able to use contemporary software to solve a variety of multimedia problems for a range of platforms and devices that may include web-based interaction, mobile devices or other emerging technology. *This course has been approved to satisfy the*

Comprehensive Articulation Agreement for 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.*

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| ASL 182 ASL Lab 2 | 0 2 0 1 |
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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.*

AST-ASTRONOMY

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| AST 111 Descriptive Astronomy | 3 0 0 3 |
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Prerequisites: None

Corequisites: None

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.*

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| AST 111A Descriptive Astronomy Lab | 0 2 0 1 |
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Prerequisites: None

Corequisites: AST 111

This course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.*

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| AST 151 General Astronomy I | 3 0 0 3 |
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Prerequisites: None

Corequisites: None

This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.*

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| AST 151A General Astronomy I Lab | 0 2 0 1 |
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Prerequisites: None

Corequisites: AST 151

This course is a laboratory to accompany AST 151. Emphasis is placed on

laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science.*

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, 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science*

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, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. 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, evolution, 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science. 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 for transfer under the Comprehensive Articulation Agreement as a general education course in natural sciences.*

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 for transfer under the Comprehensive Articulation Agreement as a general education course in natural sciences.*

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

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| BPR 130 Print Reading-Construction | 3 0 0 3 |
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Prerequisites: None

Corequisites: None

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

BUS-BUSINESS

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| BUS 110 Introduction to Business | 3 0 0 3 |
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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).*

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| BUS 115 Business Law I | 3 0 0 3 |
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Prerequisites: None

Corequisites: None

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

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| BUS 121 Business Math | 2 2 0 3 |
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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).*

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| BUS 135 Principles of Supervision | 3 0 0 3 |
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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 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 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.

CCT-CYBER CRIME TECHNOLOGY

CCT 110 Intro to Cyber Crime 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.

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: None

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 for transfer under the Comprehensive Articulation Agreement as a general education course in mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*

CIS 113 Computer Basics 0 2 0 1

Prerequisites: None

Corequisites: None

This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. *This course is also available through the Virtual Learning Community (VLC).*

CIS 115 Intro to Prog & Logic 2 3 0 3

Prerequisites: Take One Set:

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

Set 2: MAT 121

Set 3: MAT 171

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).*

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| <p>CJC 141 Corrections</p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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. <i>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).</i></p> | <p>3 0 0 3</p> |
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| <p>CJC 151 Intro to Loss Prevention</p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p> | <p>3 0 0 3</p> |
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| <p>CJC 160 Terrorism: Underlying Issues</p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p> | <p>3 0 0 3</p> |
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| <p>CJC 170 Critical Incident Management for Public Safety</p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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.</p> | <p>3 0 0 3</p> |
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| <p>CJC 212 Ethics & Comm Relations</p> <p>Prerequisites: None</p> <p>Corequisites: None</p> <p>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</p> | <p>3 0 0 3</p> |
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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).*

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 for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition. 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 for transfer under the Comprehensive Articulation Agreement as a general education course in English Composition. 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 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 Trichology & 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 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.

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| COS 273 Instructor Concepts II | 5 0 0 5 |
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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.

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| COS 274 Instructor Practicum II | 0 21 0 7 |
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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.*

CSV-CUSTOMER SERVICE TECHNOLOGY

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| CSV 110 Intro to Customer Service | 3 0 0 3 |
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Prerequisites: None

Corequisites: None

This course introduces the fundamentals of customer service technology. Topics include retail sales, order entry, credit, collection, authorization services, and fraud control. Upon completion, students should be able to exhibit an extensive vocabulary of customer service terminology and be prepared for advanced study in customer service technology.

CTI-COMPUTER TECH INTEGRATION

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| CTI 110 Web, Pgm, & Db Foundation | 2 2 0 3 |
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Prerequisites: None

Corequisites: None

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.

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| CTI 120 Network & Sec Foundation | 2 2 0 3 |
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Prerequisites: None

Corequisites: None

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards.

Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

CTI 130 Os & Device Foundation 4 4 0 6

Prerequisites: None

Corequisites: None

This course covers the basic hardware and software of a personal computer, including installation, operations and interaction with popular microcomputer operating systems. Topics include components 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-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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

CTS 120 Hardware/Software Support 2 3 0 3

Prerequisites: None

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: None

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: None

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: Take All: CTI-110, CTI-120, and CTS-115

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: None

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 study of problems involving algebraic representations of quadratic equations. 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 study of problems involving 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 study of problems involving algebraic representations of the manipulation of radical expressions and the application of radical equations. Topics include simplifying and performing operations with radical expressions and rational exponents, solving radical equations, and determining the reasonableness of a solution. 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, for those who have not received credit for ECO 251 or 252, 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 for transfer under the Comprehensive Articulation Agreement as a general education course 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 for transfer under the Comprehensive Articulation Agreement as a general education course in social/ behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.*

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 for transfer under the Comprehensive Articulation Agreement as a general education course in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.*

EDU-EDUCATION

EDU 118 Teach Assoc Princ & Prac 3 0 0 3

Prerequisites: None

Corequisites: DRE 097

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 introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans.

EDU 131 Child, Family, & Commun 3 0 0 3

Prerequisites: None

Corequisites: DRE 097

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: None

Corequisites: DRE 097

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

EDU 145 Child Development II**3 0 0 3**

Prerequisites: None

Corequisites: DRE 097

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

EDU 146 Child Guidance**3 0 0 3**

Prerequisites: None

Corequisites: DRE 097

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

EDU 151 Creative Activities**3 0 0 3**

Prerequisites: None

Corequisites: DRE 097

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 153 Health, Safety, & Nutrit 3 0 0 3

Prerequisites: None

Corequisites: DRE 097

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: None

Corequisites: DRE 097

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: None

Corequisites: DRE 097

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: None

Corequisites: DRE 098

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.

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| <p>EDU 221 Children with Exceptional</p> <p>Prerequisites: Take one set Set 1: EDU 144, and EDU 145 Set 2: PSY 244, and PSY 245</p> <p>Corequisites: DRE 098</p> <p>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.</p> | <p>3 0 0 3</p> |
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| <p>EDU 234 Infants, Toddlers, & Twos</p> <p>Prerequisites: EDU 119</p> <p>Corequisites: DRE 098</p> <p>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.</p> | <p>3 0 0 3</p> |
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| <p>EDU 235 School-Age Dev & Program</p> <p>Prerequisites: None</p> <p>Corequisites: DRE 098</p> <p>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.</p> | <p>3 0 0 3</p> |
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| <p>EDU 251 Exploration Activities</p> <p>Prerequisites: None</p> <p>Corequisites: DRE 098</p> <p>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.</p> | <p>3 0 0 3</p> |
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| <p>EDU 259 Curriculum Planning Prerequisites: EDU 119 Corequisites: DRE 098 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.</p> | <p>3 0 0 3</p> |
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| <p>EDU 261 Early Childhood Admin I Prerequisites: None Corequisites: DRE 098 and 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. <i>This course is also available through the Virtual Learning Community (BLC).</i></p> | <p>3 0 0 3</p> |
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| <p>EDU 262 Early Childhood Admin II Prerequisites: EDU 261 Corequisites: DRE 098 and 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. <i>This course is also available through the Virtual Learning Community (VLC).</i></p> | <p>3 0 0 3</p> |
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| <p>EDU 271 Educational Technology Prerequisites: None Corequisites: DRE 098 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. <i>This course is also available through the Virtual Learning Community (VLC).</i></p> | <p>2 2 0 3</p> |
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| EDU 275 Effective Teach Train Prerequisites: None Corequisites: DRE 098 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. | 2 0 0 2 |
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| EDU 280 Language & Literacy Exp. Prerequisites: None Corequisites: DRE 098 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> | 3 0 0 3 |
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| EDU 281 Instruc Strat/Read & Writ Prerequisites: None Corequisites: DRE 098 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> | 2 2 0 3 |
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| EDU 284 Early Child Capstone Prac Prerequisites: Take one set Set 1: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151 Set 2: EDU 119, PSY 244, PSY 245, EDU 146, and EDU 151 Set 3: EDU 119, PSY 245, EDU 144, EDU 146, and EDU 151 Set 4: EDU 119, PSY 244, EDU 145, EDU 146, and EDU 151 Corequisites: DRE 098 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. | 1 9 0 4 |
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| EDU 285 Internship Exp-School Age | 1 9 0 4 |
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Prerequisites: Take one set

Set 1: EDU 144, EDU 145, EDU 118, and EDU 163

Set 2: PSY 244, PSY 245, EDU 118, and EDU 163

Set 3: PSY 244, EDU 145, EDU 118, and EDU 163

Set 4: EDU 144, PSY 245, EDU 118, and EDU 163

Set 5: PSY 244, PSY 245, EDU 216, and EDU 163

Set 6: EDU 144, EDU 145, EDU 216, and EDU 163

Set 7: EDU 144, PSY 245, EDU 216, and EDU 163

Set 8: PSY 244, EDU 216, and EDU 163

Corequisites: DRE 098

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.

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| EDU 289 Adv Issues/School Age | 2 0 0 2 |
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Prerequisites: None

Corequisites: DRE 098

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

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| ELC 112 DC/AC Electricity | 3 6 0 5 |
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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.

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| ELC 113 Residential Wiring | 2 6 0 4 |
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Prerequisites: None

Corequisites: None

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

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| ELC 114 Commercial Wiring | 2 6 0 4 |
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Prerequisites: None

Corequisites: None

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

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| ELC 115 Industrial Wiring | 2 6 0 4 |
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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.

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| ELC 117 Motors and Controls | 2 6 0 4 |
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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.

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| ELC 128 Intro to PLC | 2 3 0 3 |
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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 understand basic PLC systems and create simple programs. *This course is also available through the Virtual Learning Community (VLC).*

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| ELC 228 PLC Applications | 2 6 0 4 |
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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.

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| ELC 229 Applications Project | 1 3 0 2 |
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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 Analog Electronics I 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 analog 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, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, 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 construct 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.

EMS-EMERGENCY MEDICAL SCIENCE

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| EMS 110 | EMT | 6 | 6 | 0 | 8 |
| Prerequisites: None | | | | | |
| Corequisites: None | | | | | |
| This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification. | | | | | |
| EMS 122 | EMS Clinical Practicum I | 0 | 0 | 3 | 1 |
| Prerequisites: EMS-110 | | | | | |
| Corequisites: EMS-130 | | | | | |
| This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills. | | | | | |
| EMS 130 | Pharmacology | 3 | 3 | 0 | 4 |
| Prerequisites: EMS-110 | | | | | |
| Corequisites: EMS-122 | | | | | |
| This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology. | | | | | |
| EMS 131 | Advance Airway Management | 1 | 2 | 0 | 2 |
| Prerequisites: EMS-110 | | | | | |
| Corequisites: None | | | | | |
| This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance. | | | | | |
| EMS 160 | Cardiology I | 1 | 3 | 0 | 2 |
| Prerequisites: EMS-110 | | | | | |
| Corequisites: None | | | | | |
| This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms. | | | | | |

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| <p>EMS 220 Cardiology II Prerequisites: Take All: EMS-122, EMS-130, and EMS-160 Corequisites: None This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac pharmacology, and patient care. Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.</p> | <p>2 3 0 3</p> |
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| <p>EMS 221 EMS Clinical Practicum II Prerequisites: EMS-110 Corequisites: None This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.</p> | <p>0 0 6 2</p> |
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| <p>EMS 231 EMS Clinical Practicum III Prerequisites: Take All: EMS-130 and EMS-221 Corequisites: None This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.</p> | <p>0 0 9 3</p> |
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| <p>EMS 240 Patients w/special Challenges Prerequisites: Take All: EMS-122 and EMS-130 Corequisites: None This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.</p> | <p>1 2 0 2</p> |
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| <p>EMS 241 EMS Clinical Practicum Iv Prerequisites: Take All: EMS-130 and EMS-231 Corequisites: None This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.</p> | <p>0 0 12 4</p> |
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| EMS 250 Medical Emergencies | 3 | 3 | 0 | 4 |
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Prerequisites: Take All: EMS-122 and EMS-130

Corequisites: None

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

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| EMS 260 Trauma Emergencies | 1 | 3 | 0 | 2 |
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Prerequisites: Take All: EMS-122 and EMS-130

Corequisites: None

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.

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| EMS 270 Life Span Emergencies | 2 | 3 | 0 | 3 |
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Prerequisites: Take All: EMS-122 and EMS-130

Corequisites: None

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific

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| EMS 280 EMS Bridging Course | 2 | 2 | 0 | 3 |
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Prerequisites: None

Corequisites: None

This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in the EMS curriculum program. Emphasis is placed on patient assessment, advanced electrocardiography utilizing the twelve-lead ECG, advanced pharmacology, the appropriate intervention and treatment of multi-system injuries/disorders, ethics, and NC laws and rules. Upon completion, students should be able to perform advanced patient assessment and practice skills.

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| EMS 285 EMS Capstone | 1 | 3 | 0 | 2 |
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Prerequisites: Take All: EMS-220, EMS-250, and EMS-260

Corequisites: None

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

ENG-ENGLISH

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 Writing & Inquiry 3 0 0 3

Prerequisites: DRE 098

Corequisites: None

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in English composition. This course is also available through the Virtual Learning Community (VLC).*

ENG 112 Writing/Research in the Disciplines 3 0 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. *This*

course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course 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.*

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| <p>ENG 131 Intro to Literature</p> <p>Prerequisites: ENG 111</p> <p>Corequisites: ENG 112, ENG 113, OR ENG 114</p> <p>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. <i>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).</i></p> | <p>3 0 0 3</p> |
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| <p>ENG 231 American Literature I</p> <p>Prerequisites: ENG 112, ENG 113, OR ENG 114</p> <p>Corequisites: None</p> <p>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 analyze and interpret literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).</i></p> | <p>3 0 0 3</p> |
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| <p>ENG 232 American Literature II</p> <p>Prerequisites: ENG 112, ENG 113, OR ENG 114</p> <p>Corequisites: None</p> <p>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 analyze and interpret literary works in their historical and cultural contexts. <i>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).</i></p> | <p>3 0 0 3</p> |
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| <p>ENG 233 Major American Writers</p> <p>Prerequisites: ENG 112, 113, OR ENG 114</p> <p>Corequisites: None</p> <p>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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i></p> | <p>3 0 0 3</p> |
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| <p>ENG 241 British Literature I</p> <p>Prerequisites: ENG 112, 113, OR ENG 114</p> <p>Corequisites: None</p> <p>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</p> | <p>3 0 0 3</p> |
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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.*

| Course Prefix, No., and Title | Class, Lab, Clinical, Credit |
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| <p>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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | |
| <p>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. <i>This course has been approved to satisfy the Comprehensive Articulation agreement for transferability as a premajor and/or elective course requirement.</i></p> | |
| <p>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. <i>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).</i></p> | |
| <p>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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | |
| <p>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</p> | |

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.*

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 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Natural Science*

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 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 167 The Vietnam War 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the American political and military involvement in Vietnam from 1944 to 1975. Topics include the French colonial policy, Vietnamese nationalism, the war with France, American involvement, and resolution of the conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments that influenced the Vietnam War. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 211 Ancient History 3 0 0 3

Prerequisites: None

Corequisites: None

This course traces the development of the cultural, intellectual, and political foundations of western civilization. Topics include the civilizations of the Near East, the classical Greek and Hellenistic eras, the Roman world, Judaism, and Christianity. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the ancient world. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 221 African-American History 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 226 The Civil War 3 0 0 3

Prerequisites: None

Corequisites: None

This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political socioeconomic and cultural developments in the United States during the era of the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 227 Native American History 3 0 0 3

Prerequisites: None

Corequisites: None

This course surveys the history and cultures of Native Americans from pre-history to the present. Topics include Native American civilizations, relations with Europeans, and the continuing evolution of Native American cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments among Native Americans. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 228 History of the South 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the 19th and 20th centuries. Upon completion, students should be able to identify and analyze the major cultural, social economic, and political developments in the South. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

HIS 231 Recent American History 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a study of American society from the post-Depression era to the present. Topics include World War II, the Cold War, social unrest, the Vietnam War, the Great Society, and current political trends. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in recent America. *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.*

HIS 237 The American Revolution 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the political, socioeconomic, religious, and ideological forces that led to the American Revolution, and the causes and consequences of the conflict. Topics include the prewar situation, wartime internal dynamics, international diplomacy, military strategy, tactics, and campaigns, and the Revolution's impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, religious, ideological, international, and military developments in the United States during the Revolutionary Era. *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 management of plant pests including insects, diseases, and weeds. Topics include pest identification and beneficial organisms, pesticide application safety and use of least toxic methods of management. Upon completion, students should be able to manage common landscape pests using least toxic methods of control and be prepared to sit for North Carolina Commercial Pesticide Ground Applicators license.

HSC-HEALTH SCIENCES**HSC 110 Orientation to Health Careers** 1 0 0 1

Prerequisites: None

Corequisites: None

This course is a survey of health care professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make informed career choices.

HUM-HUMANITIES**HUM 110 Technology and Society** 3 0 0 3

Prerequisites: None

Corequisites: None

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.*

HUM 115 Critical Thinking 3 0 0 3

Prerequisites: DRE 098

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).*

HUM 170 The Holocaust

3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a survey of the destruction of European Jewry by the Nazis during World War II. Topics include the anti-Semitic ideology, bureaucratic structures, and varying conditions of European occupation and domination under the Third Reich. Upon completion, students should be able to demonstrate and understanding of the historical, social, religious, political, and economic factors which cumulatively resulted in the Holocaust. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

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 regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. *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.

MAC-MACHINING

MAC 111 Machining Technology I 2 12 0 6

Prerequisites: None

Corequisites: None

This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

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 110 Math Measurement & Literacy 2 2 0 3

Prerequisites: DMA 010, DMA 020, and DMA 030

Corequisites: None

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

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| MAT 121 Algebra/Trigonometry I | 2 2 0 3 |
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Prerequisites: Take All: DMA 010, DMA 020, DMA 030,
DMA 040, DMA 050 and DMA 060

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 the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results. *Under the Comprehensive Articulation Agreement, this course satisfies the general education*

Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.

| | |
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| MAT 141 Mathematical Concepts I | 3 0 0 3 |
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Prerequisites: Take One Set:

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

Set 2: MAT 121

Set 3: MAT 171

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. *Under the Comprehensive Articulation Agreement, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.*

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| MAT 142 Mathematical Concepts II | 3 0 0 3 |
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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. *Under the Comprehensive Articulation Agreement, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.*

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| MAT 143 Quantitative Literacy | 2 2 0 3 |
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Prerequisites: Take All: DMA 010, DMA 020, DMA 030,
DMA 040, DMA 050, and DRE 098

Corequisites: None

This course is designed to engage student in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communication quantitative information found in modern media and encountered in everyday life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core in Mathematics (Quantitative).*

MAT 152 Statistical Methods I 3 2 0 4

Prerequisite: Take All: DMA 010, DMA 020, DMA 030,
DMA 040, DMA 050, and DRE 098

Corequisites: None

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core in Mathematics (Quantitative).*

MAT 171 Precalculus Algebra 3 2 0 4

Prerequisites: Take One Set:

Set 1: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050, DMA 060, DMA 070, and DMA 080

Set 2: DMA 010, DMA 020, DMA 030, DMA 040,
DMA 050, and DMA 065

Set 3: MAT 121

Corequisites: None

This is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and functions (absolute value, radical, polynomials, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

MAT 172 Precalculus Trigonometry 3 2 0 4

Prerequisites: MAT 171

Corequisites: None

This course is designed to develop and understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics.*

MAT 263 Brief Calculus 3 2 0 4

Prerequisites: MAT 171

Corequisites: None

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to transfer under the Comprehensive Articulation Agreement as a general education course in mathematics.*

MAT 271 Calculus I 3 2 0 4

Prerequisites: MAT 172

Corequisites: None

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. *This course has been approved to transfer under the Comprehensive Articulation Agreement as a general education course in mathematics.*

MAT 272 Calculus II 3 2 0 4

Prerequisites: MAT 271

Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the 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 select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. *This course has been approved to transfer under the Comprehensive Articulation Agreement as a general education course in 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.

MEC 128 CNC Machining Processes 2 4 0 4

Prerequisites: None

Corequisites: None

This course covers programming, setup, and operations of CNC turning, milling, and other CNC machines. Topics include programming formats, control functions, program editing, and part production and inspection. Upon completion, students should be able to manufacture simple parts using CNC machines.

MED-MEDICAL ASSISTING

MED 121 Medical Terminology I 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122 Medical Terminology II 3 0 0 3

Prerequisites: MED 121

Corequisites: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 183 Electronic Med Records I 3 2 3 5

Prerequisites: None

Corequisites: Take One: CIS-110, CIS-111 or OST-131

This course introduces students to the design and creation of Electronic Methods Records using a variety of EMR models. Topics include historical background of electronic medical records, legal/ethical principles inherent to healthcare information, patient flow, scheduling, call processing and tasking using the EMR. Upon completion, students

should be able to discuss the history of EMR, identify emerging issues, apply ethical principles, and use basic modules of an EMR.

MKT-MARKETING AND RETAILING

MKT 120 Principles of Marketing 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. *This course is also available through the Virtual Learning Community (VLC).*

MKT 123 Fundamentals of Selling 3 0 0 3

Prerequisites: None

Corequisites: None

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered. *This course is also available through the Virtual Learning Community (VLC).*

MNT-MAINTENANCE

MNT 110 Intro to Maint Procedures 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 111 Maintenance Practices 2 2 0 3

Prerequisites: None

Corequisites: None

This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure analysis, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods. *This course is also available through the Virtual Learning Community (VLC).*

MNT 150 Basic Building Maintenance 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces the basic skills of building maintenance. Topics include basic carpentry and masonry skills including forming, framing, laying block to a line, repairing, and other related topics. Upon completion, students should be able to perform basic

carpentry and masonry skills in a maintenance setting.

MNT 160 Industrial Fabrication 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers the necessary techniques to fabricate and assemble basic items common in industrial environments. Emphasis is placed on students being able to create basic items such as frames, guards, supports, and other components commonly used in industry. Upon completion, students should be able to safely fabricate and assemble selected items within specifications.

MNT 165 Mechanical Industrial Sys 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers mechanical components used in industrial machine operation. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment

MNT 220 Rigging & Moving 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers the principles of safe rigging practices for handling, placing, installing, and moving heavy machinery and equipment. Topics include safety, weight and dimensional estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to safely relocate and set up equipment using accepted rigging practices.

MNT 230 Pumps & Piping Systems 1 3 0 2

Prerequisites: None

Corequisites: None

This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

MNT 270 Bioprocess Equip Maint 1 3 0 2

Prerequisites: MNT 110

Corequisites: None

This course covers the equipment used in a bioprocess manufacturing facility and the techniques used to maintain and troubleshoot it. Topics include types of equipment, the role of equipment in the bioprocess manufacturing facility, troubleshooting bioprocess equipment, and the role of a bioprocess maintenance technician. Upon completion, students should be able to maintain and troubleshoot bioprocess equipment in a biotechnology manufacturing facility using work techniques appropriate for the

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 170 Business of Music 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic elements of the music business. Topics include copyright law, musical arrangements and abridgements, recording and songwriting contracts, agents and managers, performing rights organizations, and the musician's union. Upon completion, students should be able to demonstrate and understanding of the basic elements of the music business. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

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 Nurse Aide I 3 4 3 6

Prerequisites: None

Corequisites: None

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital

signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

NAS 102 Nurse Aide II 3 2 6 6

Prerequisites: NAS 101 and current listing on state registry for nursing assistant

Corequisites: None

This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.

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: None

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 Administration I 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

NUR~NURSING

NUR 101 Practical Nursing I 7 6 6 11

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 assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. *This is a diploma-level course.*

NUR 102 Practical Nursing II 7 0 9 10

Prerequisites: Nur 101

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. *This is a diploma-level course.*

NUR 103 Practical Nursing III 6 0 9 9

Prerequisites: Nur 101, 102

Corequisites: None

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes to provide safe, quality, and individualized entry level nursing care. *This is a diploma-level course.*

NUR 111 Intro to Health Concepts 4 6 6 8

Prerequisites: None

Corequisites: None

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary terms, informatics, evidence-based practice, individual-centered care, and quality improvement.

Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113 Family Health Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114 Holistic Health Concepts 3 0 6 5

Prerequisites: NUR 111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 117 Pharmacology 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

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.

NUR 214 Nursing Transition Concepts 3 0 3 4

Prerequisites: None

Corequisites: None

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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.

| Course Prefix, No., and Title | Class | Lab | Clinical | Credit |
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| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> | | | | |
| 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. <i>This course is also available through the</i> | | | | |

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).*

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| <p>OST 149 Med Legal Issues 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.</p> | <p>3 0 0 3</p> |
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| <p>OST 153 Office Finance Solutions 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.</p> | <p>1 2 0 2</p> |
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| <p>OST 164 Text Editing Applications Prerequisites: None Corequisites: None This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. <i>This course is also available through the Virtual Learning Community (VLC).</i></p> | <p>3 0 0 3</p> |
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| <p>OST 165 Adv Text Editing Apps 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.</p> | <p>2 2 0 3</p> |
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| <p>OST 184 Records Management Prerequisites: None Corequisites: None This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. <i>This course is also available through the Virtual Learning Community (VLC).</i></p> | <p>2 2 0 3</p> |
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| Course Prefix, No., and Title | Class, Lab, Clinical, Credit | | | |
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| OST 223 Administrative Office Transcript I | 2 | 2 | 0 | 3 |
| Prerequisites: Take One Set: Set 1: OST 134 and OST 164 Set 2: 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> | | | | |
| OST 241 Med Ofc Transcription I | 1 | 2 | 0 | 2 |
| Prerequisites: MED 121 or OST 141 | | | | |
| Corequisites: None | | | | |
| This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties. | | | | |
| OST 242 Med Ofc Transcription II | 1 | 2 | 0 | 2 |
| Prerequisites: OST 241 | | | | |
| Corequisites: None | | | | |
| This course continues building transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription and text editing, efficient use of reference materials, increasing transcription speed and accuracy, and improving understanding of medical terminology. Upon completion, students should be able to display competency in accurately transcribing medical documents. | | | | |
| 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 244 Med Document Production 1 2 0 2

Prerequisites: OST 134

Corequisites: None

This course provides production-level skill development in processing medical documents. Emphasis is placed on producing mailable documents through the use of medical-related materials. Upon completion, students should be able to perform competently in preparing accurate, correctly formatted, and usable documents.

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 249 CPC Certification 3 2 0 4

Prerequisites: OST 247 and OST 248

Corequisites: None

This course provides instruction that will prepare students to sit for the American Association of Professional Coders (AAPC) CPC Exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for the AAPC CPC Exam.

OST 281 Emer 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: Take One Set:

Set 1: OST-134 and OST-164

Set 2: OST-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.*

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| <p>PED 112 Physical Fitness II 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | <p>0 3 0 1</p> |
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| <p>PED 113 Aerobics I 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | <p>0 3 0 1</p> |
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| <p>PED 117 Weight Training I 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | <p>0 3 0 1</p> |
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| <p>PED 120 Walking for Fitness 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | <p>0 3 0 1</p> |
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| <p>PED 125 Self-Defense: Beginning 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | <p>0 2 0 1</p> |
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| <p>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. <i>This course has been approved to satisfy the Comprehensive Agreement for transferability as a premajor and/or elective course requirement.</i></p> | <p>0 2 0 1</p> |
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| <p>PED 152 Swimming-Beginning 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.</p> | <p>0 2 0 1</p> |
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PHI-PHILOSOPHY

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| <p>PHI 210 History of Philosophy 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i></p> | <p>3 0 0 3</p> |
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| <p>PHI 215 Philosophical Issues 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 critically evaluate the philosophical components of an issue. <i>This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in humanities/fine arts.</i></p> | <p>3 0 0 3</p> |
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| <p>PHI 240 Introduction to Ethics 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 moral theories such as</p> | <p>3 0 0 3</p> |
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consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

PHS-PHYSICAL SCIENCE

PHS 110 Survey of Physical 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 110 Conceptual Physics 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education course in natural sciences.*

PHY 110A Conceptual Physics Lab 0 2 0 1

Prerequisites: None

Corequisites: PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education course in natural sciences.*

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 171

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 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 process. 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 for transfer under the Comprehensive Articulation Agreement as a general education course 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.

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.

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.

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| <p>PSY 245 Child Development II 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.</p> | <p>3 0 0 3</p> |
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| <p>PSY 246 Adolescent Psychology 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement</i></p> | <p>3 0 0 3</p> |
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| <p>PSY 249 Psychology of Aging 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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i></p> | <p>3 0 0 3</p> |
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| <p>PSY 259 Human Sexuality 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</p> | <p>3 0 0 3</p> |
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| <p>PSY 263 Educational Psychology Prerequisites: PSY 150 Corequisites: None This course examines the application of psychological theories and principles to the</p> | <p>3 0 0 3</p> |
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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).*

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 225 Social Diversity 3 0 0 3

Prerequisites: None

Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 230 Race and Ethnic Relations**3 0 0 3**

Prerequisites: None

Corequisites: None

This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 232 Social Context of Aging**3 0 0 3**

Prerequisites: None

Corequisites: None

This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

SOC 244 Soc of Death & Dying**3 0 0 3**

Prerequisites: None

Corequisites: None

This course presents sociological perspectives on death and dying. Emphasis is placed on analyzing the different death rates among various groups, races, and societies, as well as various types of death. Upon completion, students should be able to discuss the rituals of death, both cultural and religious, and examine current issues relating to death and dying. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

SOC 254 Rural and Urban Sociology**3 0 0 3**

Prerequisites: None

Corequisites: None

This course applies sociological concepts to a comparative study of major social issues facing contemporary rural and urban America. Emphasis is placed on growth and development patterns, ecological factors, social organizations, social controls, and processes of change. Upon completion, students should be able to illustrate the differences and similarities that exist between urban and rural environments as they resolve contemporary issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

SPA-SPANISH**SPA 111 Elementary Spanish I 3 0 0 3**

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

SPA 112 Elementary Spanish II 3 0 0 3

Prerequisites: SPA 111

Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 120 Spanish for the Workplace 3 0 0 3

Prerequisites: None

Corequisites: None

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

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.

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.

WBL – WORK-BASED LEARNING**WBL 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.

WBL 111 Work-Based Learning I 0 0 10 1

Prerequisites: None

Corequisites: None

This course provides a work-based learning 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).*

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: None

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. | |

| Course Prefix, No., and Title | Class, Lab, Clinical, Credit |
|--|-------------------------------------|
| WLD 131 GTAW (TIG) Plate 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. | 2 6 0 4 |
| WLD 132 GTAW (TIG) Plate/Pipe 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. | 1 6 0 3 |
| WLD 141 Symbols & Specifications 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. | 2 2 0 3 |
| WLD 143 Welding Metallurgy 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. | 1 2 0 2 |
| WLD 145 Thermoplastic Welding 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. | 1 3 0 2 |
| WLD 151 Fabrication I Prerequisites: None Corequisites: None This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication | 2 6 0 4 |

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.

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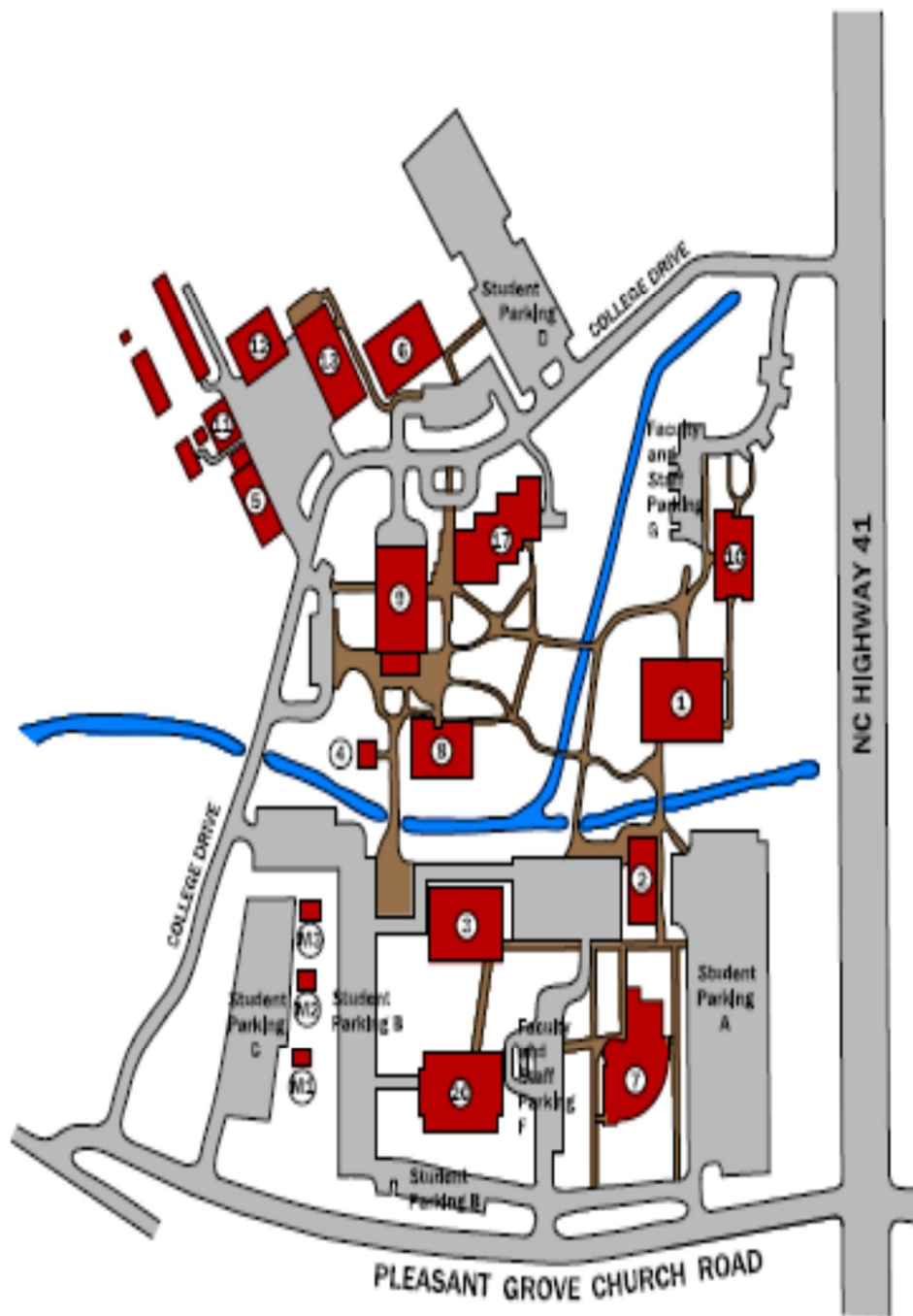
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 Diploma, Renewable Energy Technologies, North Carolina State University
 North Carolina Electrical Contractor License
 Jay Stanley, Vice President for Finance and Administration
 B.A., B.S., East Carolina University
 M.B.A., University of North Carolina - Pembroke
 Anthony Thomas, Director of Students
 B.S., University of North Carolina - Pembroke
 M.A.Ed., Central Michigan University
 Sharron Thomas, Director of Allied Health Programs
 A.A.S., Mount Olive College
 B.S.N., University of North Carolina - Chapel Hill
 M.S.N., University of Phoenix
 Roy Thompson, Accounts Payable Specialist
 A.A.S., Southeastern Community College
 B.S., University of North Carolina - Pembroke
 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
 Robert Villegas, Nursing Instructor

A.S., Pikes Peak Community College
B.S., Beth-El College of Nursing
Diane Vitale, Administrative Assistant to the Director of Student Resource Center
A.A.S., Southeastern Community College
Jay Watson, Psychology/Sociology Instructor
B.S., University of North Carolina - Pembroke
M.A.Ed., Troy University
M.S.W., Fayetteville State University
Gale West, Basic Skills Retention Specialist
A.A.S., Bladen Community College
Grace Whitaker, Workforce Innovation Opportunity Program Specialist
A.A.S., Bladen Community College
B.S., University of North Carolina - Pembroke
Ray White, Custodian
Diploma, Tar Heel High School
Diploma, Bladen Community College
Jennifer Whittington, Department Chair, Early Childhood and Public Service Programs
B.A., M.A.Ed., M.S.A., University of North Carolina - Pembroke
Felisa Williams, English Instructor/LEC Coordinator
B.A., M.Ed., Campbell University
Yvonne Willoughby, Administrative Assistant to the Executive Vice President and Chief
Academic Officer
A.A.S., Bladen Community College
Charles Young, Maintenance Technician
Diploma, Whiteville High School





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- 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**

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