VISION STATEMENT

Lenoir Community College aspires to be the community college of choice for a diverse, local, regional, and global community.

MISSION STATEMENT

Lenoir Community College, a member of the North Carolina Community College System, is a comprehensive two-year public institution. The College offers associate degrees, diplomas, or certificates through educational programs in college transfer, business, industry, public services, health sciences, and continuing education for the intellectual, economic, social, and cultural development of students and the community. Programs and support services are accessible through traditional and distance learning options.

VALUES

Through its policies, procedures, and daily operations in the fulfillment of its mission, Lenoir Community College exemplifies the following values:

1. The worth and dignity of all people
2. Honesty, integrity, and excellence
3. Exemplary teaching and effective learning
4. Access and opportunity while maintaining quality
5. Skill preparation to work and live in a global economy
6. Diversity in every aspect of its culture
7. A systematic and inclusive approach to decision making
8. Community partnerships
9. Continuous growth and improvement for personal and professional development.

ACCREDITATION

Lenoir Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas, and certificates. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lenoir Community College.

OTHER ACCREDITATION

The Lenoir Community College Associate Degree in Applied Science Medical Assisting Program, the Associate Degree in Applied Science Polysomnography Program, the Diploma in Surgical Technology Program, the Associate Degree in Emergency Medical Science, and Continuing Education Paramedic programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP at 25400 US Hwy 19 North, Suite 158, Clearwater, FL 33763; Telephone Number 727-210-2350; www.caahep.org) upon the recommendation of these respective boards: the Medical Assisting Education Review Board (MAERB at 20 N. Wacker Drive, Suite 1575, Chicago, IL 60606; Telephone Number 800-228-2262; www.maerb.org); the Committee on Accreditation for Polysomnographic Technologist Education (CoAPSG at 1711 Frank Avenue, New Bern, NC 28560; Telephone Number 252-626-3238; www.coaps.org); the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA, 6 West Dry Creek Circle, Suite 110, Littleton, CO 80120; Telephone Number 303-694-9262; www.arcsta.org); and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP at 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75088; Telephone Number 214-703-8445; www.coaemsp.org). The Associate Degree in Applied Science Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182; Telephone Number 312-704-5300). The Automotive Systems Technology program is accredited by the National Automotive Technicians Education Foundation (NATEF, 1503 Edwards Ferry Road, NE, Suite 401, Leesburg, VA 20176; Telephone Numbers 703-699-6650 and 703-699-6677). The Computer-Integrated Machining Program is accredited by the National Institute for Metalworking Skills (NIMS, 10565 Fairfax Boulevard, Suite 10 Fairfax, VA 22030). The Associate Degree in Culinary Arts is accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC, 180 Center Place Way, St. Augustine, FL 32095; Telephone Number 904-824-4468). The Cosmetology Program is licensed by the North Carolina State Board of Cosmetic Art Examiners. The Basic Law Enforcement Program (BLET) is accredited by the North Carolina Department of Justice Criminal Justice Standards Division as required under 12 NCAC 9c.0401c for a five-year period.
APPROVAL
The following agencies accredit or approve specific programs: the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the North Carolina State Board of Cosmetic Arts, North Carolina Board of Barbering, and the Federal Aviation Administration. Lenoir Community College is approved by the North Carolina Board of Nursing to offer the Associate Degree Nursing, the Practical Nursing, the LPN Refresher, and RN Refresher programs.

PERSONS WITH DISABILITIES
It is Lenoir Community College’s intent to make reasonable accommodations for persons with disabilities. If special assistance is needed, please contact the College’s ADA (Americans with Disabilities Act) Counselor at: 252-527-6223, ext.331.

CATALOG CHANGES
The College reserves the right to make changes in the regulations, courses, fees, and matters of procedure announced in this publication. 250 copies of this public document were printed at a cost of $1,163.88 or $4.66 per copy (G.S. 143-170.1)
Lenoir Community College

Lenoir Community College (LCC) is rich in history and is one of the oldest institutions in the North Carolina Community College System. Chartered April 3, 1958, LCC is one of 58 community colleges in the North Carolina Community College System. The system was established in 1963 under enactment of a general statute by the legislature and it serves nearly 850,000 citizens annually. Located at the intersection of highways US 70 and NC 58, LCC’s primary service area is Lenoir, Greene, and Jones counties. The College offers both degree and non-degree programs serving approximately 4,300 curriculum students and 14,000 extension students annually.

Two years after the State Board of Education chartered LCC, it began operations as the Lenoir County Industrial Educational Center (IEC) with Daniel C. Wise as director. Approximately 80 students enrolled in classes that were held at Contentnea High School. The following year in 1961, the vocational and technical curricula were initiated with classes held at Stallings Field, a former air base.

In 1963, the center moved to its 18-acre permanent campus and a new facility, later named the Bullock Building, and held its first graduation in June. In the same year, the IEC was separated administratively from the Lenoir County Board of Education, and the first Board of Trustees was organized.

Soon after, the Board secured the status of technical institute for the center, and in November 1964, the institution attained community college status. The Board of Trustees appointed Daniel C. Wise, who served until the summer of 1965, as acting president. At that time, Dr. Benjamin E. Fountain became president and the College expanded to 58 acres beginning long-range planning of campus development.

The first year of the transfer program was offered in 1966 at Stallings Field. Two years later, the program was moved to the new Administration Building on the permanent campus. LCC was initially accredited by the Southern Association of Colleges and Schools Commission on Colleges and has maintained accreditation ever since.

The ‘70s saw the expansion of the campus to 90 acres as well as a new president, Dr. Jesse L. McDaniel. He served in that capacity for 18 years. Seven new buildings were constructed, and the Jones County and Greene County Centers were opened. Upon Dr. McDaniel’s retirement, Dr. Lonnie H. Blizzard took the reigns as president in 1988. The following year a new building for aviation education was built at the Kinston Regional Jetport, and the Health Sciences Building was completed on the main campus.

The campus continued to grow with the A. Forrest Waller Building completed on the main campus at a cost of $4.5 million in 1998. The building included a 650-seat auditorium. After ten years as president, Dr. Blizzard retired; and in July 1998, Dr. Karin Pettit was named president.

New construction at the Greene County Center provided a 15,000 square foot facility at a cost of $1.6 million. Two more acres were purchased in 1999 on the corner of highways 58 and 70. In 2000, a state community college construction bond referendum was passed with LCC receiving more than $12 million for renovations and new construction.

The following year, Dr. Pettit left and the Board hired longtime LCC employee, Joyce Cherry, to serve as interim president. Mrs. Cherry provided the leadership necessary for the stability of the College during the time of transition. On April 22, 2002, Dr. Stephen Scott, former vice president of the North Carolina Community College System, took over as president. In 2003, Dr. Scott resigned to become president of Wake Technical Community College, and Mrs. Joyce Cherry was again named interim president until a new president was selected.

On May 10, 2004, Dr. Brantley Briley returned to his hometown and home college to become its sixth president. During the year, significant acquisitions and construction began changing the landscape of the campus. Twenty-seven acres of land were purchased on the east boundary and nine acres to the south of the campus. These purchases increased total acreage on the main campus to 128.

In December, a $5.4 million construction project began which included an addition to the Waller Building to house Culinary Arts and a $3.9 million facility to house the Learning Assistance Program, science classrooms, and labs. In 2005, nine acres of land were purchased in Jones County, and plans were initiated to construct a new Jones County Center. The $1.1 million Jones County Center opened in its new location in April 2009. At the Greene County Center, a $2.1 million addition was completed in 2008. In that same year, the College celebrated its 50th anniversary. A 278-page full color coffee table book was produced by the LCC Printing Department marking the College’s 50-year history. During the yearlong celebration, LCC experienced record enrollments and a significant increase in its Foundation-endowed scholarships through a special program, “50 for 50,” 50 new endowments to celebrate 50 years.
A new facility was built to house the College’s maintenance operations in 2009. In that same year, the Greene County Center on Harper Street in Snow Hill, which houses a corrections training facility, was remodeled, making it a more versatile community center. The facility was renamed the Workforce Development Center in 2013. In 2010, a facility was secured in downtown La Grange to become the new home of the LCC La Grange Center. The Center opened its doors in May 2011. The College also expanded its offerings in Pink Hill by offering classes at the Pink Hill Wellness and Education Center, the former Pink Hill Elementary School. A new south parking lot was built providing 175 new parking spaces. Phase two of the Jones County Center was completed and included a vocational shop and three additional classrooms, adding an additional 5,100 square feet.

In 2011, several renovation and construction projects were completed. The former Maintenance/Receiving Building was completely remodeled to become the new Construction Trades/Receiving Facility and the Grounds Maintenance Building was also remodeled. The College Bookstore, located in the Student Center, was completely remodeled in December 2011. The Automotive Customizing program received a new home after renovations were completed to the former Massey Body Shop in Kinston, an off-campus site. Extensive improvements have been made to the Lancer baseball facilities. The College Foundation purchased a custom-built bus for athletic and tour events. Detailed landscaping projects throughout campus have been completed. During the year, a long-range plan was developed to include the construction of a new facility to house Health Science programs, an estimated $13 to $15 million project.

The College completed the construction and remodeling in 2012 of the former Greene Lamp/Head Start Building, which became home to the Basic Law Enforcement Training (BLET) and Early Childhood programs. The Administration Auditorium renovations were also completed. To assist in traffic flow, a new driveway from N.C. 58 South was completed in 2012 as well as the completion of a campus-wide exterior signage project featuring a three panel digital sign with high-resolution color digital displays. Phase III of the Jones County Center was completed in 2013. The Technical Trades Center was made possible through a Golden LEAF Community Assistance. The completed project added 6,390 square feet to the Jones County Center for a total of 18,890 square feet. The Center houses Gunsmithing and Welding programs, as well as health-related training and basic skills classes. A greenhouse was erected at the Center in 2015 to serve as a lab for the Sustainable Agriculture program.

The On-Site Reaffirmation Committee of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) completed a visit to LCC on October 3, 2013. The College received its official letter of reaffirmation June 2014. The Visiting Committee’s report has been forwarded to the Commission’s Board of Trustees for action on reaffirmation of accreditation at their next board meeting. This Committee also had the responsibility to evaluate the College’s Quality Enhancement Plan (QEP), which is required for reaffirmation. LCC’s QEP is a campus-wide collaboration focusing on enhancing student learning in developmental mathematics.

On Oct. 1, 2016, Dr. Rusty Hunt became the seventh president after Dr. Briley retired with 12 years as president and more than 40 years of state service. Under Dr. Hunt’s leadership, the College launched its 2017-2022 Strategic Plan of “Reimagining the Student Experience,” from the initial point of contact with prospective students to completion of their chosen program of study and eventual success in the workforce. As part of the strategic plan, the College is also undergoing a facilities master plan.

The College is committed to quality education and student success and offers 57 associate degree programs, 36 diploma programs, and 103 certificate/skills certificate programs. Today, LCC serves more than 4,000 curriculum students and more than 10,000 continuing education students annually. LCC experienced record enrollment in its history during fall 2010 with 3,793 curriculum students. The College is ranked 25th in enrollment among the 58 community colleges in the state. As a world-class community college, LCC continues to expand its programs and services to meet the needs of the citizens it serves.
Welcome to Lenoir Community College, a comprehensive North Carolina community college that has been providing accessible educational, cultural, and social opportunities since 1958. It is a great time to be part of Lenoir Community College. We offer excellent educational opportunities delivered by a well-qualified, professional faculty using state-of-the-art equipment. Our student-oriented support staff is committed to providing high quality support services to assist you in achieving your educational goals. Lenoir Community College is truly committed to providing you with quality education at a very reasonable price.

To assist you in meeting your education and career goals, Lenoir Community College offers six degrees: The Associate in Arts Degree, the Associate in Engineering, the Associate in Applied Science Degree with more than 40 programs, the Associate in Fine Arts Degree, the Associate in Science Degree, and the Associate in General Education Degree. In addition, the College offers many certificate and diploma options requiring less than two years for completion. The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

If your goal is to earn a four-year degree, our strong articulation agreement with the University of North Carolina System allows a seamless transition into all of the 16 universities in the system. Our college transfer graduates also experience a smooth and successful transition into most private colleges and universities. Upon completion of one of our many two-year programs, our graduates are equally as successful when moving directly into the workforce. Each degree, diploma, and certificate program offers a variety of classes at different times and in distance modes; we offer traditional day, evening, and weekend classes, as well as hybrid and Internet courses. This variety offers a degree of flexibility in establishing your own class schedules by selecting those classes that best suit your needs and learning style. Currently, more than 4,000 students are enrolled in one of 260 courses offered online at LCC. We also offer classes for high school students through Career and College Promise. These classes help teens enhance their study habits and critical thinking skills needed to succeed in college. Tuition is free. Eligible high school students may enroll in college level academic, career and technical education courses not otherwise available to them. These students receive college credit for classes successfully completed. Credits earned become part of their official college transcript.

Lenoir Community College makes significant contributions to economic development efforts in Lenoir, Greene, and Jones Counties. We are a partner in the recruitment of business and industry, and we train and retrain employees for the job market. LCC is involved in many other community economic and workforce development activities. Our Continuing Education Program can offer one class or many to assist in local efforts to support our community business and industry.

At Lenoir Community College, we have something for everyone. We are here to help you achieve your goals, to live your dreams. I hope that you will choose to enroll in Lenoir Community College. We offer you a world of opportunities and the promise that we will assist you in any way with this important decision. For more information, please contact the Office of Admissions or any member of our faculty and staff.

My door is always open to you.

Rusty Hunt, Ed.D.
President
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ACADEMIC CALENDAR 2018–2019

FALL SEMESTER 2018

August 13 ...................................................... Professional Development Day (no classes)
August 14 ...................................................... Registration Day (8:00 a.m. - 6:00 p.m.)
August 15 ...................................................... Courses begin (75% refund period begins) (8:00 a.m.)
August 17 ...................................................... Add period ends (1:00 p.m.)
August 24 ...................................................... 10% Point and Last day to drop without a grade
September 3 ...................................................... Holiday (College closed)
September 13 ................................................ Holiday (College closed)
October 12 ...................................................... Midterm
October 15 ...................................................... 2nd 8 week registration (8:00 a.m. - 5:00 p.m.)
October 15 ...................................................... 2nd 8 week classes begin (8:00 a.m.)
October 8–9 ...................................................... Semester Break (administration and support staff report)
October 29–November 2 ........................................ Advising Week
November 5–6 .............................................. Early Registration for Spring Semester
( CCP Registration done at home High School. Home School Students see Mrs. Wilson)
November 7–9 .............................................. Early Registration for Spring Semester
( CCP Registration done at home High School. Home School Students see Mrs. Wilson)
November 14 ................................................ Holiday begins (5:00 p.m.)
November 21 ................................................ Holiday (College closed)
December 11 ................................................ Last day of classes
December 11 ................................................ Semester ends (11:00 p.m.)
December 12 ................................................ No classes
December 13-20 ................................................ Semester break
December 21–31 ............................................. Holiday (College closed)
January 1 ....................................................... Holiday (College closed)
SPRING SEMESTER 2019

January 2........................................................................................................... No classes
January 3.............................................................................................................. Registration Day until (8:00 a.m. - 6:00 p.m.)
January 4.............................................................................................................. Courses begin (8:00 a.m.)
January 8.............................................................................................................. Add period ends (6:00 p.m.)
January 15..................................................... 10% Point and Last day to drop without a grade
January 21............................................................................................................. Holiday (College closed)
February 6............................................................................................................. Last day to apply for Spring graduation
March 1.................................................................................................................. Midterm
March 4.................................................................................................................. Semester break for all students
March 5.................................................................................................................. No classes
March 6............................................................................................................... 2nd 8 week registration (8:00 a.m. – 5:00 p.m.)
March 6............................................................................................................... 2nd 8 week classes begin (8:00 a.m.)
April 8–12.............................................................................................................. Advising Week
April 12.................................................................................................................. Last day to process drop forms
April 15–16............................................................................................................ Early registration for Summer Semester
April 15–16............................................................................................................ Pre-registration for Fall Semester
April 17–19............................................................................................................ Early registration for Summer Semester
April 17–19............................................................................................................ Pre-registration for Fall Semester
April 22.................................................................................................................. Holiday (College closed)
April 23–26.......................................................................................................... Semester Break
April 27.................................................................................................................. Early registration for Summer Semester
April 27.................................................................................................................. Pre-registration for Fall Semester
May 7..................................................................................................................... Last day of classes
May 7..................................................................................................................... Semester ends (11:00 p.m.)
May 8..................................................................................................................... No classes
May 9..................................................................................................................... Graduation (7:00 p.m.)
SUMMER SEMESTER 2019
Ten-Week Session (40 days) May 20–July 30
Note: Classes are held Monday through Thursday.
The College is closed on Fridays during the summer semester.

May 20.................................................................Courses begin (8:00 a.m.)
May 20.................................................................Add period begins (7:30 a.m.)
May 21.................................................................Add period ends (6:00 p.m.)
May 23.................................................................10% Point and Last day to drop without a grade;
May 27.................................................................Holiday (College closed)
June 5.................................................................Last day to apply for Summer graduation
June 24.................................................................Midterm
June 25.................................................................2nd 5 week registration–ends (6:00 p.m.)
June 25.................................................................2nd 5 week courses begin
July 4.................................................................Holiday (College closed)
July 10.................................................................Last day to process drop forms
July 11.................................................................Experience LCC
July 15–16 .........................................................Early registration for Fall Semester
(CCP Registration done at home High School. Home School Students see Mrs. Wilson)
July 17–18 .........................................................Early registration for Fall Semester
(CCP Registration done at home High School. Home School Students see Mrs. Wilson)
July 30.................................................................Exams given last day of courses
July 30.................................................................Semester ends (11:00 p.m.)
**NCCCS PERFORMANCE MEASURES 2017**

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>System Baseline</th>
<th>System Excellence</th>
<th>System Totals</th>
<th>LCC Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Students Progress 2015-2016</td>
<td>34.5%</td>
<td>68.3%</td>
<td>58.3%</td>
<td>69.8%</td>
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<tr>
<td>Student Success Rate in College Level English Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
<td>23.8%</td>
<td>55.9%</td>
<td>52.0%</td>
<td>43.9%</td>
</tr>
<tr>
<td>Student Success Rate in College Level Math Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
<td>10.1%</td>
<td>32.5%</td>
<td>29.8%</td>
<td>28.6%</td>
</tr>
<tr>
<td>First Year Progressation – Fall 2015 Cohort</td>
<td>54.1%</td>
<td>75.0%</td>
<td>69.7%</td>
<td>70.2%</td>
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<tr>
<td>Curriculum Completion – Fall 2010 Cohort</td>
<td>35.9%</td>
<td>51.9%</td>
<td>44.0%</td>
<td>43.3%</td>
</tr>
<tr>
<td>Licensure &amp; Certification Passing Rate</td>
<td>69.9%</td>
<td>90.9%</td>
<td>84.1%</td>
<td>79.8%</td>
</tr>
</tbody>
</table>

Individual Licensing Boards and Program Exam Passing Rates:

- Basic Law Enforcement 2016: 80% 53%
- Cosmetic Arts
  - Apprentice 2016: 97% 85%
  - Cosmetology 2016: 91% 79%
  - Esthetician 2016: 89% *
  - Manicurist 2016: 82% 67%
- Emergency Medical Technician
  - EMT 2016: 77% 78%
  - EMT-I 2016: 72% 81%
  - EMT-P 2016: 80% 82%
- Nursing
  - Practical 2016: 92% 100%
  - Registered 2016: 92% 100%
- Massage Therapy 2015-2016: 83% 100%
- Radiography 2015-2016: 94% 83%
- Real Estate Sales 2015-2016: 59% *

**Transfer Performance (2013–2014 Community College students)**

<table>
<thead>
<tr>
<th></th>
<th>System Baseline</th>
<th>System Excellence</th>
<th>System Totals</th>
<th>LCC Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65.1%</td>
<td>87.6%</td>
<td>82.8%</td>
<td>84.3%</td>
</tr>
</tbody>
</table>

*Source: North Carolina Community College System 2017 Performance Measures for Student Success Report*

*Less than 5*
PHYSICAL FACILITIES

Greene County Center
818 Highway 91
Snow Hill, NC 28580
Telephone: 252-747-3434

The Greene County Center is housed in a state-of-the-art facility that was opened in 2000 with a second wing added in 2009. This 31,000 square-foot facility has 18 classrooms, two shop areas and nine administrative offices.

A variety of curriculum and extension courses are offered each semester at the Center and at other selected sites throughout Greene County. The Center is also an approved High School Equivalency (HSE) testing site. In addition, the Center is host to the Greene County Career Center. The Greene County Career Center is strategically located to deliver education and training services to job seekers and employers with the efficiency and convenience of a one-stop center. The Greene County Career Center is a user-friendly facility that provides job seekers, education and training seekers, and employers access to a variety of employment and training services in a convenient one-stop center.

The Greene Early College High School is also at this location. Greene Early College High School is a collaborative effort between Lenoir Community College and Greene County Schools. The five-year program is designed to give rising freshman the opportunity to complete the requirements for both a high school diploma and an associate’s degree.

Jones County Center
509 Hwy 58 North
Trenton, NC 28585
Telephone: 252-448-5021

The Jones County Center is housed in a modern facility that was completed in 2009. The Jones County Campus of Lenoir Community College currently has 18,890 square feet, consisting of three workshops for gunsmithing and construction trades, two state of the art computer labs, two nurse aid labs, five classrooms, and nine offices. The newest building, the Technical Trades Center, opened in 2013. The campus is also the host site for the Jones County Career Center. The Jones County Career Center provides career planning and job placement services to job seekers and provides employers with a variety of employment and training services. A variety of curriculum and continuing education courses are offered at the Center while other courses are offered throughout Jones County. Adult Basic Education (ABE), Adult High School (AHS), and High School Equivalency (HSE) preparation classes are offered each semester. The Center is an approved HSE testing site.

La Grange Center
112 East Railroad Street
La Grange, NC 28551
Telephone: 252-806-0522

The La Grange Center opened for students in 2011. The Center, located in downtown La Grange, is housed in a newly-remodeled building that is owned by the Town of La Grange and leased to Lenoir Community College. Included in the facility are administrative offices, two computer labs, two classrooms, a nurse aide lab, and a general purpose meeting room. A variety of continuing education courses are offered at the Center.
Lenoir Community College Center for Aviation Education
2772 Rouse Road Ext.
Kinston, NC 28504
Telephone: 252-522-1735

Lenoir Community College Center for Aviation Education, located at the Kinston Regional Jetport, is the site for the Aviation Management and Career Pilot Technology curriculum program, which offers degree, diplomas, and certificates. Flight training at LCC is provided by its contract flight training provider. The facility is home to the only Federal Aviation Administration (FAA) approved full motion flight simulator at a community college in eastern North Carolina.

Lenoir Community College—Main Campus
P.O. Box 188
231 Hwy 58 South
Kinston, NC 28502-0188
Telephone: 252-527-6223
Web Address: www.lenoircc.edu

The main campus of Lenoir Community College is located at the intersection of highways US 70 East and NC 58 South in Kinston, NC. The College, located on 128 acres, has modern buildings housing state-of-the-art equipment, an excellent Learning Resources Center, technologically enhanced classrooms, and a student center gymnasium complex. Kinston is located in central eastern North Carolina, 80 miles east of Raleigh, 30 miles south of Greenville, and 60 miles north of Emerald Isle.

Lenoir Community College Workforce Development Center
602 West Harper Street
Snow Hill, NC 28580
Telephone: 252-747-8800

The Lenoir Community College Workforce Development Center is the site for various community agencies, as well as, the location for several community instructional programs. The Center offers Transitional and Career Studies (TCS), Correctional Officer Training, Local Law Enforcement Training, Health Services classes, Firefighter classes, EMT (all levels) classes and skill Labs, Gunsmithing, and a Barber School. The facility is also home to Greene County Head Start, and the state headquarters of the North Carolina Motorcycle Safety Program.
GENERAL INFORMATION

LEARNING RESOURCES CENTER

The Learning Resources Center (LRC), consisting of both the main library and Heritage Place, provides a collection of books, periodicals, audiovisuals, Web-based resources, and other learning materials to support curricular needs as well as to inspire student and faculty interests. The LRC has an open lab of 30 computers available to patrons and students with Internet access and multiple application software packages to support curriculum requirements. The main library collection of an estimated 40,000 titles is housed in open stacks where patrons have the opportunity to browse in areas of interest. The LRC receives more than 55 periodicals plus access to NC LIVE, an online database of hundreds of general periodicals and professional journals. Materials can also be obtained from other libraries via interlibrary loan. A student ID is required for any type of transaction in the LRC. Additionally, from the Ask a Librarian page of the LRC web page, patrons have the ability to sign up for free research consultations, ask the librarians questions online through an instant message chat or from any mobile phone via text message. The LRC email address is lrcinfo@lenoircc.edu. The circulation desk extension is 507. Heritage Place offers a special reserved collection of various genealogical and local/state historical materials including census records, church records, birth and death records, and other items of local interest.

DISTANCE EDUCATION

Distance Education (DE) expands learning opportunities by using nontraditional delivery methods to meet the needs of a growing, diverse population of learners with various learning styles and lifestyles. Distance learning occurs when the interaction of a student and instructor is separated by place and/or time. The mission of Lenoir Community College’s (LCC) DE services is to provide accessible, comprehensive instructional programs for students. The purpose of DE is to meet the needs of a diverse student population through flexible, alternative delivery methods such as Internet courses, Hybrid courses, Web-assisted courses, and Information Highway/INSync Learning courses.

INTERNET (IN) courses are college credit or continuing education courses in which 100% of the instruction is delivered through the Internet. Students work independently by utilizing Internet tools to complete course work. Students enrolled in Internet courses are guided by a qualified instructor and have access to the same resources as traditional on-campus students. It is vital that students enrolling in Internet courses have a working knowledge of the Internet with email and word processing skills.

HYBRID (HY) courses are college credit or continuing education courses in which primary delivery is online with a requirement that students also meet in traditional face-to-face sessions. This combines traditional classroom-based instruction with the tools of online distance delivery.

WEB-ASSISTED (WB) courses are college credit or continuing education courses in which primary delivery is via traditional face-to-face sessions with a requirement that students have Internet access as a supplemental part of the course.

INFORMATION HIGHWAY (IH)/INSync LEARNING (INS) courses are college credit or continuing education courses in which instruction is delivered by two-or-more way video. Information Highway/INSync Learning courses feature live video and audio interaction between the instructor and students at different locations. Students may interact with instructors and other students through monitors, microphones, and other technologies. Students are required to meet all schedule times through technology.
Distance Education students abide by the same guidelines for application and registration as traditional students. In addition, identical academic standards, criteria, content, quality, and student support services apply to DE courses as to all other college courses. An online student orientation course, Moodle 101, is available to assist students. Distance Education offers on campus training sessions during early registration and the first 5 days of class at the beginning of each semester providing instruction for LancerLOGIN activation, WebADVISOR, LancerMAIL, and Moodle.

LCC uses the Learning Management System (LMS) Moodle to deliver online course content in DE courses. It is vital that students taking Internet courses follow the Distance Education Course Enrollment Procedure: Students taking Internet (online) courses MUST SUBMIT an ASSIGNMENT by the 10% date in each Internet course in Moodle to be fully enrolled in the course. Students who do NOT submit an assignment by the 10% date will be marked as “NEVER ATTEND” and WITHDRAWN from the course. No Exceptions. No Refunds.

**EVENING AND WEEKEND COURSES**

The College offers a schedule of both credit and noncredit courses during the evening and on the weekend. In general, the courses are offered at the main campus in Kinston, Greene County Center in Snow Hill, and the Jones County Center in Trenton. Evening and weekend courses give students the flexibility to take curriculum and continuing education courses during non-traditional hours in a comfortable classroom setting. The availability of evening and weekend courses provides students the opportunity to coordinate employment with college studies.

Students can increase the rate of academic progress by enrolling in day, online, hybrid, and/or evening/weekend courses.

Students enrolled in evening courses are provided the same services as day students including Admissions and the Learning Resources Center, the Student Center, and the Tutorial Lab. Trained security officers provide assistance 24 hours a day. Information about admission, registration, counseling, advising, financial aid, cashier services, and administration services are coordinated by the Director of Evening/Weekend Programs Office.

The Continuing Education Division of the College at the main campus and centers in Lenoir, Greene, and Jones counties offer noncredit community services and occupational extension courses. The division also offers basic skills classes in adult basic education and adult high school diploma, High School Equivalency preparation, as well as new and expanding industry classes. These courses and programs are designed for the adult learner who is seeking knowledge and skills.

**WORK-BASED LEARNING AND JOB PLACEMENT SERVICES**

Work-Based Learning is designed to enable students to receive college credit for working in jobs that are learning experiences and that are related to the curriculum in which they are enrolled. This practical experience is vital to students’ development by supplementing theoretical knowledge acquired in the classroom. Job sites become laboratories where classroom concepts can be utilized and tested.

Work-Based Learning is open to students in identified programs. College personnel will assist the student in identifying a job that meets the criteria for eligibility. A student may also use the job in which presently employed if this job meets the criteria. Numerous advantages accrue from such an approach to learning: career direction and financial assistance for participating students, a skilled workforce for employers, and an avenue to connect the College to the community. A student may earn Work-Based Learning credit according to approved curriculum standards for the student’s curriculum. Students should check with their advisors for information regarding those guidelines. Additional information may be secured from the Work-Based Learning Office.

Comprehensive employment services are available through the NCWorks Career Center located on the College’s main campus and on the campuses of the Jones and Greene County Centers.
BOOKSTORE

The College Bookstore is located on main campus (Kinston) in the Student Center. Operating hours are posted in the Student Center or can be found at the following link: http://bookstore.lenoircc.edu. Students can purchase books, supplies, and many other items in the Lenoir Community College Bookstore.

LENOIR COMMUNITY COLLEGE FOUNDATION, INC.

The Lenoir Community College Foundation was chartered in 1972 for the purpose of receiving funds for general college support. Gifts in support of the College may be made directly to the Foundation.

INSTITUTIONAL EFFECTIVENESS

Institutional Effectiveness is the systematic comparison of institutional performance with institutional goals. The College collects and analyzes data needed for institutional planning, decision making, policy formation, assessment, and reporting. On occasion, students will be surveyed to ascertain their opinions of courses, academic programs, or student support services. Surveys may be given to students as part of a class meeting or online. Students are highly encouraged to respond to surveys to improve LCC. Student perceptions and opinions are important to the total evaluation process used to monitor and assess programs and services offered by the College.

INCLEMENT WEATHER PLAN

In case of inclement weather, the College will make a decision and post it on the College website at www.lenoircc.edu as early as possible. Information regarding closings or delays will be placed on the College phone system and will be announced using the College’s Emergency Notification System. Please visit www.lenoircc.edu to learn more about the College’s Emergency Notification System. Local television stations will also be notified. Decisions concerning closing the College are difficult to make based on predictions. Weather conditions can change in a short time. If Jones or Greene Counties are more adversely affected by the weather than Lenoir County, the administrators of those counties are authorized to close their campuses prior to the general announcement. Clinical administrators are authorized to cancel clinicals at their discretion. Students will be notified as early as possible by college officials regarding the status of a particular clinical site.

When classes are missed due to weather conditions, division deans and the Senior Vice President of Instruction and Student Services will determine how much (if any) class time must be made up and will develop make-up plans for each class. Strategies for making up class time may include adding time to each class for the remainder of the term or adding an additional session or sessions at a time acceptable to students. Make-up time must not create conflicts with students’ other classes and students must be allowed adequate time to get to subsequent classes on time. When it is impossible to make up time lost due to inclement weather, outside assignments may be required of students in lieu of class time. Make-up plans for each class, approved by the division dean and the Senior Vice President of Instruction and Student Services will be submitted to the Registrar’s Office prior to the end of the term.

IDENTIFICATION BADGES

College identification (ID) badges are provided to all students and employees and are available in the LRC. ID badges must be displayed at all times while on college property. ID badges must be displayed to be admitted to athletic events and to check out books from the LRC. Possession, use, or knowingly creating false ID badges is a violation of college rules and regulations. A replacement fee will be charged for lost, stolen, or mutilated ID badges.

Visitors must obtain a pass. Visitor passes are available at designated areas in each building.
TOBACCO-FREE COLLEGE

All property, including vehicles owned or controlled by the College are tobacco free. Tobacco products include cigarettes, cigars, blunts, bidis, pipes, chewing tobacco, snus, snuff, electronic cigarettes, and other items containing or reasonable resembling tobacco or tobacco products.

EMERGENCY MESSAGES

Call 252-527-6223, ext. 318 (day), ext. 360 (night)

Students will not be allowed to receive telephone messages while at the College unless an emergency situation exists. Messages will normally be screened by the Dean of Student Services or the Director of Evening/Weekend Programs in order to determine the nature of the emergency. If it is apparent that an emergency situation exists, the staff will make every effort to relay the message. Callers must identify themselves and the number from which they are calling. Students should ask relatives and associates not to contact them at the College unless an emergency exists.

If a person on campus requests the location of a student concerning an emergency situation, the person will normally be referred to the Dean of Student Services or the Director of Evening/Weekend Programs Office to determine the nature of the emergency. If it is apparent that an emergency situation exists, a short message will be delivered to the student stating the name of the person and where the person will be waiting.

If a law enforcement officer asks to see a student, the officer will be referred to the Dean of Student Services or the Director of Evening/Weekend Programs.

SOCIAL SECURITY NUMBERS

Social security numbers are collected to comply with federal and state law and regulations. The College will not disclose a social security number for any purpose not required by law without the consent of the student.

CHANGE OF NAME OR ADDRESS

The obligation of every student is to notify the Office of Admissions of any change in name or address. Failure to do so can cause a serious delay in the processing of student records. Students must present a picture ID to make name and address changes.

CULTURAL ARTS

The College sponsors a variety of cultural arts programs including the performing and visual arts. Concerts and exhibits by local, state, and national artists may be included in the program.

STUDENT HEALTH SERVICES

The College does not provide medical, hospital, or surgical services or assume responsibility for injuries incurred by students when taking part in intramural sports, intercollegiate sports, physical activity courses, class, or student activities. Medical services are available at the Emergency Room of UNC Lenoir Health Care.

Students are covered by accident insurance through the College while on campus or involved in college functions. This coverage is included in student fees.

HOUSING

The College does not offer dormitory facilities. Students wishing to live away from home must arrange their own living accommodations. The College does not assume responsibility for the supervision of such housing.
LICENSING OF GRADUATES

Lenoir Community College is an educational institution and prepares students for progression and completion of program of studies that lead to licensure. Upon completion of a program requiring licensure, the licensure process is the responsibility of the graduate. Students convicted of a felony or any other crimes involving moral turpitude may not be recognized by the proper licensing agency.

STUDENT RIGHT TO KNOW

Information regarding the persistence rate to degree completion and other consumer information of students at Lenoir Community College is available in the Office of Admissions and the College’s website.

CAMPUS TRAFFIC REGULATIONS

Students, faculty, and staff members who operate a vehicle on campus are subject to traffic regulations. These regulations pertain to everyone and are enforced by campus security officers. In addition, the campus is regularly patrolled by the Kinston Public Safety Officers, who are authorized to issue citations for traffic violations.

DISPLAY OF VEHICLE REGISTRATION PERMIT

The vehicle registration permit must be placed on the left-hand side of the vehicle’s back window. If the vehicle is a convertible, the student may place the permit on the lower left-hand corner of the front windshield.

RESPONSIBILITY

The student, faculty, or staff member in whose name a vehicle is registered will be responsible for any liability or damage (including parking penalties) arising in connection with the possession or operation of the motor vehicle on the college campus. The College will assume no responsibility for any vehicles, including the care of or the protection of the vehicle or its contents at any time while parked in any parking area on campus or on city or private property off campus.

PARKING AREAS

There are sufficient parking facilities on the campus to accommodate all vehicles in their respective legal parking zones. Students may not park in the following areas:

1. Any parking areas marked staff or faculty
2. Visitor’s parking
3. Grass areas
4. Handicap spaces without proper decal

VIOLATIONS—PENALTIES

Citations issued by the City of Kinston—Department of Public Safety must be settled in accordance with the information on the citation. The campus security officers issue traffic tickets for the following violations which will result in a traffic fine to be paid or settled immediately at the Cashier’s Office located in the Administration Building. Students may not register for any succeeding semester, nor will any transcripts be released, until traffic fines are cleared.

Fine Per Violation: $25.00

1. Blocking streets, fire hydrants, pedestrian walkways, and handicapped ramps
2. Unauthorized parking in restricted areas (e.g. no parking zones, visitor parking zones, loading and unloading zones, along curbs painted yellow, handicapped parking areas, staff parking areas, automotive and machining compound)
3. Failure to register vehicle
4. Failure to display a vehicle parking permit
5. Failure to park “head-in”
6. Failure to park between lines
7. Parking on the grass
8. Driving across a curb to park
9. Illegal registration of vehicle

Penalty for receiving three or more tickets for parking or traffic violations in any school semester:
1. Loss of privilege for operating a motor vehicle on the Lenoir Community College campus for one month—30 school days.
2. Second notices will not be sent regarding impending fines due. Vehicles may be booted or towed at the discretion of security.
3. Continued violations may result in student not being allowed to drive on campus.

GUEST SPEAKERS
Students and employees have the right to invite speakers by following procedures established by the College. Sponsorship of guest speakers does not imply approval or endorsement of views expressed either by the sponsoring group or the College.

FREEDOM OF EXPRESSION
Students have a right to take reasonable exception to the data or views offered in any course of study, but they are responsible for learning the content of any course for which they are enrolled. Order, direction, and procedure, as well as the scope and treatment of the subject, are primarily the responsibility of the instructor.

ACADEMIC FREEDOM
The College is dedicated to open, rational investigation, instruction, and publication by the faculty in the accomplishment of the mission of the College to provide students with the right of free inquiry and learning. It is recognized that the College has an interest in providing efficient, quality academic programs to the community. Employees must exercise all rights and privileges with discretion and with due consideration of the effect upon the College’s interests. Academic freedom does not contain arbitrary or unreasonable provisions and will not be in conflict with statutory provisions. The College protects academic freedom from political and other influences.

OWNERSHIP OF INTELLECTUAL PROPERTY
The College encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College or to enhance the teaching/learning environment.

College employees and students own all rights to copyrightable or patentable independent works which they create without college support, e.g., equipment, supplies, monetary compensation, or release time. Unless otherwise stated in a signed contractual agreement, the College owns all rights to copyrightable or patentable work created by the employees and students with college support.
PROCEDURE
Communication between the developer of material and the immediate supervisor is required prior to the development of the material(s) to ensure an understanding is reached concerning the ownership of a created work. Contractual agreements are to be entered prior to the development of the work.

LENOIR COMMUNITY COLLEGE’S INDEBTEDNESS POLICY
No degree, diploma, certificate, transcript, or record will be issued to students who have not made satisfactory settlement of all their indebtedness to the College. Students may not be permitted to attend classes, take final exams, nor register for any subsequent semesters if those students have delinquent indebtedness with the College. Students are encouraged to make arrangements with the Business Office to satisfy outstanding debt.

EQUAL OPPORTUNITY
The College is an Equal Opportunity Employer. The College complies with existing federal, state, and local laws and regulations regarding nondiscrimination. The College prohibits discrimination against and/or exclusion from the participation in any benefits or activities by any person, either on the staff and faculty or in the student body, on the grounds of race, color, creed, religion, national origin, gender, age, political affiliation, or disability. The College supports all federal laws, including, but not limited to, Title VI and VII of the Civil Rights Act of 1964 and 1991, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Services Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, the Family and Medical Leave Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, the Fair Labor Standards Act, Drug-Free Workplace Act and Drug Testing, the Americans with Disabilities Act 1990, and Executive Order 11375. The Vice President of Administrative Services should be contacted regarding Equal Opportunity matters.

ONLINE COMMUNITIES
(FACEBOOK, TWITTER, INSTAGRAM, ETC.)
With the freedom and opportunities that online communities offer, some words of caution:
1. In using online communities, you are posting personal information on the Internet, which leaves you unable to ensure who is able to view that information, even if you make your profile secure.
2. Any information posted can remain available for an extended period of time, which means even something temporarily posted as a joke is traceable.
3. Photos and information that compromise students’ or LCC’s reputation are not acceptable and can have negative consequences.
4. Potential employers are now using Google and related search engines to perform background checks on interviewees. Information students post may affect their ability to secure employment after graduation.
5. Students are linked to “friends” and the content they publish on their community pages. The people to whom students link also reflect on the students.

WAIVER OF RESPONSIBILITY
Some programs offer students the opportunity for work-based learning experiences in the classroom and lab environments. Anyone receiving services from such college programs are responsible for payment of material costs. The College assumes no responsibility for the quality of work performed or for damages sustained while in the learning environment.
STUDENTS’ DISCLOSURE OF CRIMINAL RECORDS

Students entering or who wish to enter programs that require practicums, internships, or clinical experiences are advised that prior criminal records may result in the inability to complete selected programs. Most participating agencies require background checks before students are allowed at their facilities. If prior criminal records exist, students may not be allowed at the participating agencies. Criminal records must be shared with those participating agencies at which placement is being sought. If participating agencies will not accept the students because of the records, the students will be unable to fulfill the program requirements. Students are required to disclose prior criminal records. Programs that require such experience include, but are not limited to, Health Science programs, Cosmetology, Criminal Justice, Culinary Arts, Early Childhood Associate, Emergency Medical Science, and Human Services Technology.

Generally, individuals who have been found guilty of a felony, pleaded guilty to a felony, or had a professional license, registration, or certification denied, revoked, suspended, or subjected to probationary conditions by a regulatory authority or certification board are not eligible to take the CMA (AAMA) Exam. However, the Certifying Board may grant a waiver based upon mitigating circumstances. For more information go to www.aama-ntl.org.

The North Carolina Board of Massage and Bodyworks Therapy will not grant a license to a person who has a criminal charge (other than minor traffic violation) or occupational disciplinary action pending or who has not completed all conditions of an imposed sentence. If a graduate has a criminal record involving a charge or conviction beyond a minor traffic offense, and the graduate applies to the Board, the graduate is not guaranteed a license regardless of having obtained a certificate of completion from Lenoir Community College and/or by passing the MBLEX (Massage & Bodywork Licensing Examination). Pursuant to NCGS 90-633 and Rule .0306(a), the Board may deny an applicant a license or refuse to license an applicant for any of the reasons set forth in NCGS 90-633.

CRIMINAL RECORDS AND DRUG TESTING

Clinical sites may require students’ criminal background checks and/or drug testing prior to or during participation in the clinical component of a program. Please be aware that progress to graduation will be limited by any inability to complete the clinical portion of the program.
STUDENT RIGHTS, RESPONSIBILITIES, AND APPEALS

DUE PROCESS
The College affords all persons involved in appeals due process. This includes the right to receive written notice of the alleged violation(s), the right to present evidence, and the right to be represented by counsel at their own expense.

STANDARDS OF CONDUCT
The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship. Students are subject to civil authority both on and off campus. The College files criminal charges in appropriate cases and cooperates with public officials in their prosecution.

The following student standards of conduct prescribing unsatisfactory conduct were formulated by the administration. Students are expected to conduct themselves accordingly and to be legally accountable for conduct that is prohibited. Students, employees, and guests are protected by Title IX laws and the Violence Against Women Act (VAWA).

PROHIBITED CONDUCT
Prohibited conduct shall include but not be limited to the items listed below:

A. Academic dishonesty including cheating, taking or acquiring possession of any academic material (test information, research papers, notes, etc.) 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); and failure to abide by any other academic regulation established by the instructor that appears on the individual course syllabus addendum (Note: The syllabus serves as a contract between the instructor and the student.)

B. Theft, misuse, or damage to college property, the property of a member of the College community or the property of a visitor on college premises or at college functions; unauthorized entry upon the property of the College or into a college facility or a portion which has been restricted in use and placed off limits; unauthorized presence in a college facility after closing hours.

C. Possession or the use of alcoholic beverages on property owned or controlled by the College or at college sponsored events is prohibited unless approved in writing by the College President. Possession of alcohol in college owned vehicles and other places prohibited by law is not allowed at any time. Possession or the use of a substance in an illegal manner is prohibited. Being in a state of intoxication on the College campuses or college-sponsored events is prohibited. Any influence that may be attributed to the use of alcohol or other substances does not limit in any way the responsibility of the individual for the consequences of his/her actions.

D. Mental or physical abuse of any person on college premises or at college-sponsored activities, or at college-supervised functions, including severe and persistent verbal or physical actions which threaten or endanger the health or safety of any persons or which promote hatred or prejudice

E. Comments of a sexual nature, including innuendoes, suggestive statements, jokes, propositions, threats, and degrading/discriminating/ stereotypical words whether directed at the victim or made in the victim’s presence. Nonverbal - Sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, and obscene gestures that are severe, persistent, unreasonably impactful, and outside the scope of academic pursuits.
F. Unwanted physical contact, including touching, pinching, grabbing, and stroking, and when sexual penetration occurs may rise to the level of rape (See College's Sexual Misconduct Policy for complete information).

G. Intentional obstruction or disruption of teaching, research, administration or disciplinary proceedings, or at 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 that threatens or causes injury to persons 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.

J. Possession or use of a firearm, incendiary device, explosive or unauthorized use of any instrument designed to inflict serious bodily injury to any person. Possession of a firearm on campus is classified as a felony, except as allowed by law in House Bill 937.

K. Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.

L. Gambling.

M. The use of tobacco products is prohibited on all campuses.

N. Littering which includes disposing of paper, bottles, cans, or any other form of litter on campus grounds or in any building.

O. Violation of college regulations regarding the operation and parking of motor vehicles.

P. Forgery, alteration, or misuse of college documents, records, or instruments of identification.

Q. Failure to comply with instructions of college officials who are 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 and foundation loans or the passing of worthless checks to college officials.

T. Violation of a local, state, or federal criminal law on college premises.

U. Furnishing false or incomplete information to the College.

V. Beepers, cell phones, and other communication devices must be turned off or placed on vibrate during classes. This restriction does not apply to emergency personnel, but emergency personnel should notify their instructors in advance.

W. Use of college computers or networking resources to engage in any behavior that violates any federal, state, or local laws, on college regulations including downloading of copyrighted material or any unauthorized software.

X. Engage in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files, or making unauthorized modifications to college data.

Y. Failure to properly display college ID and/or update college ID.

**PROCEDURES FOR REPORTING VIOLATIONS**

When a violation of the student standards of conduct is suspected, the observer should immediately report the individual and the circumstances to the nearest faculty member. The faculty member should notify the Dean of Student Services/Title IX Coordinator for investigation and follow-up action.
DISCIPLINARY ACTION AND APPEAL PROCESS
The following procedures apply when the offender is an LCC student (For cases of reported sexual misconduct, please see the LCC Sexual Misconduct Policy for complete procedures). The Dean of Student Services/Title IX Coordinator will the college will strive to complete the investigative process within 30 days when possible:

- The Dean of Student Services/Title IX Coordinator or a trained designee (the Investigator) will gather information by conducting a thorough investigation, which typically includes documents, interviews with the claimant and/or Respondent, witnesses, and Campus Police as necessary.
- The Dean of Student Services/Title IX Coordinator or a trained designee will compile a summary of the investigation; the Investigator’s findings of fact; and the specific policy violations, if any, with which the Respondent should be charged.
- The Respondent will be notified in writing of any punishment associated with a standards of conduct violation. In cases of sexual misconduct, both Respondent and Complainant will receive written notifications of the findings of the investigation and associated punishment, if any (Please see LCC Sexual Misconduct Policy).
- In cases where the Complainant or Respondent do not agree with the punishment assigned by the Dean of Student Services/Title IX Coordinator, either side may request a hearing before a trained committee of LCC personnel to present a formal appeal of the decision. For cases of sexual misconduct, please refer to LCC’s Sexual Misconduct Policy.

Hearing Process
Through the process of a hearing, a panel of faculty and staff determines – by a preponderance of the evidence – whether it is more likely than not that the Respondent violated college policy. This standard requires that the information supporting a finding of responsibility be more convincing than the information in opposition to it. Under this standard, individuals are presumed not to have violated LCC’s standards of conduct unless a preponderance of the evidence supports a finding that a violation has occurred. For cases of sexual misconduct, please refer to LCC’s Sexual Misconduct Policy.

- Hearing panels typically consist of three members, one of whom is designated to serve as chairperson. The hearing chair has general authority over the conduct of the hearing.
- Notice: Both Complainant and Respondent will be notified at least five days in advance of the date and time of the hearing and the name(s) of the hearing panelists.
- Recusal: A Complainant or Respondent may challenge the participation of a hearing panelist who he/she perceives to have a conflict of interest. Such challenges, including their rationale, must be made to the hearing panel chairperson at least four days prior to the commencement of the hearing. In his/her discretion, the hearing panel chairperson will determine whether the challenged panelist should be replaced.
- Hearing Packet: In advance of the hearing, the Dean of Student Services/Title IX Coordinator will prepare a hearing packet with information relevant to the case for the hearing panelists. The hearing packet will typically include the investigator’s report. The Dean of Student Services/Title IX Coordinator will make the hearing packet available to both Complainant and Respondent at least three days in advance of the hearing. As discussed above, Complainant and Respondent may review the packet at a designated office but will not be provided with a copy of the packet.
- Additional Information: If Complainant or Respondent wishes to share additional relevant written information or evidence with the hearing panel, it must be submitted to the Dean of Student Services/Title IX Coordinator at least two days in advance of the
hearing. The Dean of Student Services/Title IX Coordinator will share the additional material with the other party at least one day before the hearing.

- **Witnesses:** Complainants and Respondents may offer relevant material witnesses to provide testimony. Complainants/Respondents must provide (in writing) the names of any witnesses they wish to testify and a description of each witness’s relevant information to the Dean of Student Services/Title IX Coordinator at least two days in advance of the hearing. Names of witnesses submitted to the Title IX Coordinator by the Complainant or Respondent will be shared with the other party in advance of the hearing. The hearing panel may exclude witnesses or witness testimony deemed irrelevant or duplicative. Participants are reminded that any information shared during a hearing is confidential.

- **Hearing Format:** The general format of a hearing is as follows: introductions; statement of Complainant; questions; statement of Respondent; questions; witnesses; closing comments from the Complainant; and closing comments from the Respondent.

- A Complainant or Respondent may not question one another or other witnesses directly, but may submit questions to the hearing panel, which will determine whether the questions will be asked.

- **Notice of Decision:** Written notification of the hearing panel’s decision regarding responsibility and sanction (if any) will be provided to Respondent and Complainant at approximately the same time no later than five business days after the hearing.

### Determination of Sanctions

If the hearing panel renders a finding of “Responsible,” the panel also will determine appropriate sanctions to be imposed on the Respondent. Consideration will be given to the impact of Respondent’s policy violation(s) and the Respondent’s disciplinary history. Some behavior is so harmful to the College community or so detrimental to the educational process that it may require removal from specific courses or activities, suspension, or expulsion/termination of employment. Possible sanctions include, but are not limited to:

- A campus restriction, which may include either areas of a given campus or one or more campuses as a whole.
- A change of academic and/or work schedule.
- A no contact order.
- **Expulsion:** Expulsion strips a student Respondent of his or her status as a student and dismisses him or her from the College for an indefinite period. Expulsion will be recorded in the student Respondent’s file. An expelled student Respondent may be readmitted to the College only with the written approval of the Dean of Student Services/Title IX Coordinator.
- **General probation:** A student Respondent placed on general probation will be given a chance to show his or her capability and willingness to observe LCC’s Sexual Misconduct Policy and these Procedures going forward. If he or she does so for the entirety of the time that the general probation is in effect, no further penalty will be imposed; if he or she violates the Sexual Misconduct Policy or these Procedures during the time that the general probation is in effect, further disciplinary action will be taken. A general probation may be imposed for a period of time no longer than two semesters.
- **Loss of Technology Privileges:** A student Respondent may be excluded from all privileges associated with college technology access, including but not limited to email and network access and storage.
- **Mandatory counseling.**
• Reprimand: A written or verbal communication that gives official notice to the student Respondent that any subsequent offense against the Sexual Misconduct Policy or these Procedures will carry heavier penalties because of this prior infraction.

• Restrictive probation: Restrictive probation results in loss of the student Respondent’s good standing and will be recorded in the student Respondent’s file. Restrictive probation limits a student Respondent’s activity in the College community, including but not limited to exclusion from class (es), program(s), and/or specific campus locations. Generally, students Respondents on restrictive probation will not be eligible for initiation into any local or national organizations, may not receive any college award or other honorary recognition, and may not occupy a position of leadership or responsibility with any college or student organization, publication, or activity. A restrictive probation may be imposed for a period of time no shorter than two semesters. Any violation of restrictive probation may result in immediate suspension.

• Restitution: Student Respondents may be required to pay for damages suffered by the College, college employees, or other students.

• Suspension: Suspension excludes a student Respondent from all college privileges and activities for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than probation or for repeated misconduct. Suspension will be recorded in the student Respondent’s file. A suspended student Respondent may return to the College only with the written approval of the Dean of Student Services/Title IX Coordinator.

**Appeal Process**

The hearing panel’s determination regarding the Respondent’s responsibility and/or sanction for standards of conduct violations may be appealed by either the Respondent or the Complainant but only on the following grounds:

- Procedural error that significantly impacted the outcome of the resolution process and that was prejudicial to the appellant, and/or
- The availability of previously unavailable relevant evidence that would have significantly impacted the outcome of the resolution process and the absence of which was prejudicial to the appellant.

Any appeal must be made in writing to the Dean of Student Services/Title IX Coordinator within seven days of the notice of decision. The Dean of Student Services/Title IX Coordinator will provide the appeal to the opposing party who may submit a response within seven days. If the Dean of Student Services/Title IX Coordinator deems the appeal to be warranted by the additional evidence, he or she will refer the appeal to the hearing panel to re-issue a determination in light of the new evidence. The hearing panel may re-convene the hearing at its discretion.

If an appeal is made on the basis of procedural error, it will be referred to the Senior Vice President of Instruction and Student Services. In addition to reviewing the written record, the Senior Vice President of Instruction and Student Services may choose to interview the parties, the Dean of Student Services/Title IX Coordinator, and/or the hearing panelists for clarification.

In either instance, a written decision on the appeal will be issued within fourteen days of the submission of the appeal. That decision is final and no further appeal is allowed.
INTERIM SUSPENSION

As a general rule, the status of a student accused of violating the standards of conduct will not be changed until appeals have been heard. The student may be permitted, at the discretion of the Dean of Student Services, to continue classes and to participate in college activities pending a review of the disciplinary committee’s action by the President of the College.

Prompt and decisive disciplinary action will be taken in extreme cases before there is an opportunity to conduct a hearing, as in cases in which the student’s continued presence on campus constitutes an immediate threat to members of the College community, or to the property, or the orderly function of the College.

When cases arise requiring disciplinary action, the Dean of Student Services will inform the appropriate dean and the Senior Vice President of Instruction and Student Services of action taken. In all cases, the rights of the students and the College should be protected.

GRADE APPEAL PROCESS

It is recognized that there may be individual cases in which a student should be allowed to make a formal appeal related to grades assigned for particular courses taken at the College. The following procedure will enable a student to exercise this right:

1. Any appeal of grades should be initiated prior to the end of the next regular term. Student should not be allowed to return to any lab or clinical area during the appeal process.
2. The student should confer with the instructor to determine that there has been no mistake and to present his or her case.
3. If the case is not resolved by the instructor, the student may make an appointment with the department head who will hear his or her appeal.
4. If the case cannot be resolved at the department level, the student may make an appointment with the dean within whose area the protested grade was awarded.
5. Any case not resolved by the above steps may be appealed to the Senior Vice President of Instruction and Student Services who may convene the Academic Affairs Committee. Appeals to the Academic Affairs Committee must be in writing.
6. Recommendations of this Committee regarding the appeal will be made to the President of the College within five (5) working days. The decision of the President will be final.

STUDENT GRIEVANCE PROCEDURE

The purpose of the student grievance procedure is to provide an avenue for students to express their concerns about faculty and staff. The steps listed below enable students to exercise this right:

1. Students first present the grievance to instructors or staff members involved. An attempt is made to resolve the matter informally at this level. Generally, the conference takes place within ten working days of the incident which generated the complaint.
2. If the grievance is not resolved at the informal conference, students may present a grievance to the division dean or one related to non-academic concerns to the Dean of Student Services.
3. If the course or class involves clinical experiences, students are not allowed to return to any clinical area during the grievance process.
4. If satisfactory resolution is not achieved after meeting with the division dean or Dean of Student Services, concerns are forwarded to the Senior Vice President of Instruction and Student Services.
5. Cases not resolved by the above steps are appealed in writing to the appropriate appeals committee. Academic concerns are directed to the Academic Affairs Committee; nonacademic concerns, to the Student Services Committee.
6. Recommendations of this council/committee regarding an appeal are made to the President of the College within five working days. The decision of the President is final.
7. Individuals having disability grievances follow the steps listed above.
CONTINUING EDUCATION DIVISION

CONTINUING EDUCATION PROGRAMS

Lenoir Community College offers comprehensive programs based on the needs and interests of adults in Lenoir, Greene, and Jones Counties. Programs are designed to provide basic education for Grades 1-8 for adults; to provide high school courses of study opportunities in preparation for a high school equivalency certificate; to provide cultural and community service programs; and to provide upgrading and vocational courses designed to prepare students for new jobs or allow them to perform better in their present job. The Continuing Education Division is committed to providing programs and activities to enhance social, cultural, economic, and leadership growth, as well as enhance the quality of life of the citizens, the community, and the state. This mission is fulfilled in the following ways:

1. Providing education, training, and retraining for the workforce;
2. Maintaining effective and cooperative partnerships with businesses, industries, and various community agencies and organizations; and
3. Utilizing systematic assessment for planning and evaluation.

LOCATION

Classes are held on the main campus of Lenoir Community College, Jones County Center, Greene County Center, Greene County Workforce Development Center, La Grange Center, and at selected locations throughout Lenoir, Greene, and Jones Counties.

ENROLLMENT

Any person 18 years of age and not enrolled in a secondary school may register for classes. A person between the ages of 16 and 18 may be considered a person with special needs and be admitted to appropriate programs provided that he or she is classified as a “dropout” by the secondary school and the Board of Education. Proof of this status must be submitted on the special application, which is available from the program coordinator. A person 16 years of age or older and still enrolled in a secondary school may enroll in selected courses upon written permission by the school principal during the school months and by both the school principal and the superintendent during the summer months.

Some courses have special admission requirements. Also, for some courses, the number of students who may enroll is limited. The program coordinator should be contacted for additional information.

ADMISSION OF MINORS

An applicant who is a minor between the ages of 16 and 18 years may be considered a person with special needs and admitted to appropriate programs or to the learning lab. The applicant must be classified as a dropout by the public schools and must not have been in the public schools for six (6) calendar months preceding the last day of regular registration of the semester. A notarized petition of the minor’s parent or legal guardian must accompany the application for admission.

WHEN CLASSES BEGIN

Classes are offered based on student and labor market demand once sufficient interest is expressed. Many classes are scheduled when the regular college semester begins. Every effort is made to arrange courses for the convenience of students.
REGISTRATION FEE

A registration fee is charged for each extension class. Refund of fees is based on the College’s refund policy. No registration fee is charged for special extension training programs for volunteer firefighters, fire department personnel, volunteer rescue and life-saving department personnel, local law enforcement officers, and full-time custodial employees of the Department of Corrections. When a course is taught as self-supporting, a registration fee sufficient to cover all direct costs associated with the course is charged to every student.

OTHER COSTS

For a class in which a textbook is to be used, the student is responsible for acquiring a personal copy of the textbook. If a student wishes to construct a project in class, which will become personal property when completed, the student is to supply all materials. Other fees, such as technology fee, liability insurance, or cost of printed materials, may be required for some courses.

Innovations in Transitional and Career Studies

Family Literacy

Family Literacy addresses critical factors that limit a family’s ability to rise to a level of economic independence and self-sufficiency by integrating four essential components: adult education, parent and child time (PACT), parenting education, and employability skills. The College and area LEAs work collaboratively to champion the causes of families through partnerships with other community agencies.

OCCUPATIONAL EXTENSION

Selected Occupational Extension Courses

This program consists of single courses designed specifically for the purpose of training individuals for employment, upgrading the skills of persons presently employed, and retraining people for new employment in occupational fields.

Fire Service Training Program

Firefighting techniques, pump operations, and fire control methods are taught by certified instructors in fire service training.

Law Enforcement Program

The Law Enforcement program is designed to upgrade the training of law enforcement departments throughout Lenoir, Greene, and Jones Counties. It consists of single courses selected to meet the needs of law enforcement.

Healthcare Programs

Lenoir Community College offers a variety of medical programs through Occupational Extension: Emergency Medical Services starting with the Emergency Medical Responder through Paramedic in preparation for state certification. The College offers credentialing and recertification courses in EMS for all levels of EMS providers as well as the following specialty courses: Advanced Cardiac Life Support, Basic Life Support, Phlebotomy, and Pediatric Advanced Life Support and many others. In addition, the following health-related classes are available: Nurse Aide I & II, Nurse Aide Refresher, Pharmacy Technician, Health Unit Coordinator, Medical Terminology, Medical Coding and Billing, Geriatric Aide, Home Health Aide, RN Refresher, and Medical Assisting Refresher. The College continues to add offerings as courses become available and strives to keep up with the most updated information and equipment to ensure a quality education in the medical field.
CONTINUING EDUCATION UNITS

The Continuing Education Unit (CEU) is used as the basic means for recognizing the College’s offering of noncredit classes, courses, workshops, seminars, and other programs. A unit is defined as 10 contact hours of participation in an organized continuing education experience. The two types of continuing education units are individual and institutional.

The following criteria are utilized for the awarding of individual CEUs:
1. The noncredit activity is planned in response to an assessment of educational needs for a specific target population.
2. There is a statement of objectives and rationale.
3. Content is selected and organized in a sequential manner.
4. There is evidence of pre planning, which should include opportunity for input by a representative of the target group, the faculty, and continuing education personnel.
5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the College best qualified to determine quality and approve the resource personnel.
6. There is a provision for registration for individual participants.
7. Appropriate evaluation procedures are utilized and criteria are established for awarding CEUs to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.

Noncredit offerings that do not meet the individual CEU criteria are accounted for only in terms of the institutional CEU. No individual CEUs are awarded. Normally, these noncredit offerings are less structured and more informal in nature. Institutional CEUs must meet the following criteria:
1. The activity is a planned educational experience or a continuing educational experience.
2. The activity is sponsored by an academic or administrative unit of the College best qualified to determine quality and approve the resource personnel.
3. Record of attendance is required by the College and a file of program materials is maintained by the College for special activities. Neither individual nor institutional CEUs normally are used to recognize or account for participation in entertainment, social, or athletic activities.

GRADING SYSTEM

The grading system for extension classes when used is as follows:
P—Pass, satisfactory completion of course work.
F—Fail, unsatisfactory achievement in course work.
I—Incomplete (If the student later completes the required work, the instructor may change the grade within the next semester by completion).
W—Withdrawn (The student has not participated in a course sufficiently to establish a position of passing or failing).
AU—Audit (No CEUs earned).
S—Satisfactory, fulfilling course requirements

Certain occupational extension courses may require that students be tested for knowledge and/or competency. In those situations, the grading system for curriculum instruction may be substituted.

ATTENDANCE

Absences disrupt students’ progress in a course and diminish the quality of group interaction. Generally, students must attend 80% of the class to attain credit for completion of a continuing education class. However, a more stringent attendance policy may apply for courses given for certification, licensure, or teacher renewal. Students should refer to the course syllabus for the attendance policy.
CURRICULUM PROGRAM ADMISSIONS

OPEN DOOR POLICY

The College operates under the “open door” admissions policy of the State Board of Community Colleges. Individuals 18 years old or older and able to profit from further formal education, or a high school graduate under the age of 18, may be admitted to the College. Individuals under 18 years of age who have not attained graduation from high school can attend the College, however, does not ensure admission to any individual program or course or continued enrollment in the College. The College is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. The College may refuse admission to an applicant who poses a safety threat.

WHEN TO APPLY

Applicants are encouraged to apply once the decision to enroll has been made. High school seniors should apply early in their senior year. The regular academic year begins with the Fall Semester; however, applicants may enter most programs at the beginning of any semester.

APPLICATIONS

Applications must be submitted electronically at www.lenoircc.edu.

PROCEDURES FOR APPLYING TO CURRICULUM PROGRAMS

1. SUBMIT AN APPLICATION
   a. Applications must be submitted online at www.lenoircc.edu
   b. Computers are available in the Office of Admissions in the Administration Building of the College for students that need assistance.

2. TRANSCRIPTS
   Applicants are responsible for having official high school transcripts forwarded directly to the Office of Admissions. Final copies of high school graduating seniors’ transcripts must be provided immediately after the work is completed and the graduation date has been posted. Applicants who possess high school equivalency certificates must present either the certificate or the official scores to the Office of Admissions. Applicants who have attended other colleges or universities are responsible for having official transcripts from each institution that was previously attended sent directly to the Office of Admissions. Applicants who attended high school in a country other than the United States are required to have an evaluation of their transcript(s) performed by an outside evaluation service to certify that the applicant has the equivalent of a high school diploma. Applicants should be sure to use an evaluation service not a translation service. Applicants presenting transcripts of a completed bachelor’s degree will not be required to submit high school transcripts, except in the Health Science programs where all official transcripts are required. All official documents, such as transcripts (both high school and college), become the property of Lenoir Community College and will not be returned, released, or copied.

3. PLACEMENT ASSESSMENT
   All applicants to degree, diploma, and certificate programs must take the placement assessment or qualify for a waiver as indicated below. The purpose of the placement assessment is to provide additional information in planning students’ programs and determining appropriate level of placement for classes. It is not an entrance examination and will not deny admission to the College for any student. Students requesting testing accommodations may contact the ADA counselor. The placement assessment requirement may be waived by Director of Admissions upon receipt of official documentation if the applicant meets one of the following:
a. Has satisfactorily completed one college level English and mathematics course at or above the developmental or vocational level at a regionally accredited college or university
b. Has a recent (within past five years) official transcript grade point average (GPA) of 2.6 or higher from a high school that is legally authorized to operate in North Carolina
c. Has made the following minimum scores on the SAT or ACT:
   English: ACT Reading 22 OR ACT English 18 OR SAT Writing 500 (prior to March 2016) OR SAT Critical Reading 500 (prior to March 2016) OR SAT Evidence-Based Reading and Writing 480 (beginning March 2016)
   Math: ACT Math 22 OR SAT Math 500 (prior to March 2016) OR Math 530 (beginning March 2016)
d. Has taken the Accuplacer, Asset, Compass, or North Carolina’s Diagnostic Assessment and Placement (NC DAP) test at another regionally accredited college within the past five years

SPECIFIC PROGRAM ADMISSIONS REQUIREMENTS

1. COLLEGE TRANSFER PROGRAMS
   Applicants must be high school graduates or possess high school equivalency certificates.

2. ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS
   Applicants must be high school graduates or possess high school equivalency certificates.

3. ASSOCIATE IN GENERAL EDUCATION
   Applicants must be high school graduates or possess high school equivalency certificates.

4. DIPLOMA PROGRAMS
   Applicants must be high school graduates or possess high school equivalency certificates.

5. CERTIFICATE PROGRAMS
   a. Technical certificate programs: Applicants must be high school graduates or possess high school equivalency certificates.
   b. Health Sciences certificate programs: See health science admissions section.
   c. Basic Law Enforcement Training (BLET) Certificate program: Applicants must submit an official high school/HSE transcript and official transcripts from any colleges previously attended. Applicants must provide a letter of sponsorship from a law enforcement agency. Applicants will be required to take a placement assessment specified by the BLET program chair.

6. SKILLS CERTIFICATE PROGRAMS
   Applicants must have a minimum of ten units of secondary school work and demonstrate the ability to succeed in the program. Students who earn certificates of attendance from high schools may be admitted to these programs. The complete list of skills certificates is as follows:

   SKILLS CERTIFICATES
   
   Automotive Customizing Technology
   Beginner Automotive Customizing Skills Certificate C60190K1
   Intermediate Automotive Customizing Skills Certificate C60190K2

   Automotive Systems Technology
   Automotive Skills Certificate C60160K1

   Computer-Integrated Machining
   Computer-Integrated Machining Skills Certificate C50120K
   Computer-Integrated Machining Workforce Readiness Certificate C50210K4
   CNC Skills Certificate C50120K1
   Advanced CNC Skills Certificate C50120K2

   Cosmetology
   Cosmetology Skills Certificate C55140K1

   Culinary Arts
Culinary Arts Skills Certificate  C55150K1  
Culinary Arts Essential Skills Certificate  C55150K2  
Early Childhood Associate  
Administrator Skills Certificate  C55220K2  
Gunsmithing  
Intermediate Gunsmithing Skills Certificate  C30200C1  
Basic Gunsmithing Skills Certificate  C30200K1  
Advanced Gunsmithing Skills Certificate  C30200K2  
Medical Assisting  
Skills Certificate  C45400C  
Supply Chain Management  
Trucking Operations Skills Certificate  C25620C4  
Welding Technology  
SMAW (Stick) Welding Skills Certificate  C50420K1  
GTAW (Tig) Welding Skills Certificate  C50420K2  
GMAW (Mig) Welding Skills Certificate  C50420K3  
Intermediate Welding Skills Certificate  C50420K4  
Basic Welding Skills Certificate  C50420K5  
7. HEALTH SCIENCE PROGRAMS  
Students needing developmental work in reading, English, math and/or chemistry must complete these courses prior to the application deadline in order to be considered for Health Science programs. Applicants to the Health Science programs must compete for acceptance because of enrollment restrictions. The point system is used for selecting students for most of the programs. Interested students should contact a counselor in the Office of Admissions to obtain information about the programs and the application and selection process. Each program will have specific published deadlines for receiving applications and related documentation. 
The following programs have a specific admissions process:  
Associate Degree Nursing  Dental Assisting  
Dental Hygiene  Dietetic Technician  
LPN to ADN Transition  Medical Assisting  
Polysomnography  Polysomnography-Transition  
Practical Nursing  Radiography  
Surgical Technology  Therapeutic Massage  
LPN Refresher  RN Refresher  
8. ASSOCIATE IN ENGINEERING PROGRAM  
Applicants must be high school graduates or possess high school equivalency certificates and must meet eligibility requirements for MAT 271 by Lenoir Community College’s current mathematics placement standards. Students requiring any developmental and/or prerequisite coursework to enroll in MAT 271 will be accepted into the Associate in Engineering program by submitting a Change of Major Form to the Office of Admissions subsequent to the completion of any required coursework.  
9. GUNSMITHING PROGRAMS  
The College requires students who request admission to programs that possess a firearm to show proof of eligibility to possess the firearms to be enrolled in such program. For the purposes of this Section, “firearms” shall have the same definition as G.S. 14-409.39(2). For the purposes of this Section, proof of eligibility shall include:  
(1) Any current, valid State-issued permit to purchase a firearm;  
(2) A current, valid State-issued concealed carry permit from North Carolina;  
(3) A current, valid State-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina;  
(4) Proof of an exemption from permit requirements pursuant to G.S. 14-415.25; or
(5) A background check that is determined by the College. The sole purpose of the background check shall be to determine whether an applicant can lawfully possess a firearm in North Carolina pursuant to G.S. 14-269.8, G.S. 14-404(c), G.S. 14-415.1, G.S. 14-415.3, and G.S. 14-415.25.

The College will not admit any individual in the Gunsmithing program until the individual has provided the Director of Admissions a certified criminal record check for local and state records for the time period since the student has become an adult (16 years of age) and from all locations where the student has resided since becoming an adult. An Administrative Office of the Courts criminal record check or a comparable out-of-state criminal record check shall satisfy the requirement. The College will also provide the student with the name of an approved vendor that can provide a background check to the College at the student’s expense.

10. CONTINUING EDUCATION PROGRAMS—Refer to the continuing education section.

NOTIFICATION OF ACCEPTANCE

All applicants will receive a letter of acknowledgment upon receipt of application. A letter of acceptance will be sent upon completion of all admissions requirements. Students providing email addresses may receive electronic notification of admissions status.

READMISSION

Students applying for readmission to the College who have not attended for one or more years must submit a new application. Readmitted students will be enrolled under the current college catalog.

SPECIAL/VISITING STUDENTS

Applicants who do not complete all admissions requirements may be admitted as special students. The special student classification is designed for persons who want to enroll in courses without completing admissions requirements or declaring a major. Special students may be permitted to accumulate fifteen (15) semester hours while completing the regular admission requirements. Special students must show evidence through official/unofficial transcripts or assessment scores that they meet the prerequisites for any courses. Visiting students from other colleges are considered special students.

When a special student selects a major, appropriate credits earned as a special student are accepted toward meeting the requirements for graduation. Special students are not eligible for financial aid.

HIGH SCHOOL STUDENTS

Beginning January 1, 2012, the Career and College Promise program replaced all previous high school programs at Lenoir Community College. Career and College Promise is a partnership between the North Carolina Community College System and the North Carolina Department of Public Instruction. This program offers three pathways for high school students. A few programs allow freshmen and sophomores to enroll. Refer to the College’s website for specifics.

Career and Technical Education (CTE) Pathway

Designed for high school juniors and seniors in selected high school career cluster programs, this pathway allows students to enroll in college level courses that align with their high school career courses.

College Transfer Pathway

Designed for high school juniors and seniors in college-prep programs, this pathway allows students to enroll in college level courses that will transfer to a college or university.

Cooperative Innovative High School (Early College) Pathway

Designed for motivated students looking for a non-traditional high school experience, this pathway allows rising ninth graders the opportunity to earn their high school diploma and two years of college credit within five years.
COUNSELING SERVICES

Lenoir Community College offers a variety of counseling services to assist students in making the most of their opportunities for academic and personal development. Counseling and guidance services are offered free of charge to every student from pre-admissions through graduation. Students may schedule an appointment for counseling sessions, or they may be seen on a walk-in basis. Counselors are available during normal operating hours or by appointment. The Counseling Department is located in the Office of Admissions in the Administration Building. The telephone number is 252-527-6223. Counseling Services help students develop personal awareness and skills necessary to grow and develop in ways that will allow them to accomplish their educational goals. When necessary, assessments are used to help students ascertain their interests and abilities, to help select educational programs, or to gain insight into their personal adjustment.

SERVICES FOR STUDENTS WITH DISABILITIES

The ADA counselor assists students and coordinates with instructors to provide equal access to opportunities, services, and facilities to all students with disabilities. Student Services addresses the specialized needs of students with disabilities with the goal of integrating them into the life of the College and helping them participate in and benefit from activities enjoyed by all students.

Services for students with disabilities include comprehensive academic support, accessibility services, and parking. These reasonable accommodations are in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students requiring reasonable accommodations services should meet with the College’s ADA counselor to provide documentation regarding their disability-related needs. All documentation remains confidential. The most appropriate accommodations are determined after consultation between the ADA counselor and the student.

Students with disabilities may receive accommodations and services beginning with admissions through graduation. Application to the College and application for disability services are separate processes; however, both applications should be completed during the same timeframe. For additional information about accommodations and services provided, contact the ADA Counselor at (252) 527-6223, ext. 331. The College does not discriminate against students, employees, or applicants on the basis of race, color, religion, age, gender, national origin, or disability.

CAMPUS LIFE

A series of programs is provided throughout the year for the cultural, educational, and social enrichment of students. Any student who pays the student activity fee may attend activities sponsored by the College at no additional or reduced cost.

STUDENT ACTIVITIES

The College encourages student participation in student organizations and activities. Although student activities are viewed as secondary to the central purpose of academic preparation, they are nevertheless an important phase of student growth and development. Participation in the Student Government Association and on College committees assures students of representation to express their personal views and those of the broader student body related to college affairs. A number of clubs appeal to the special interests of students. Intercollegiate athletics, concerts, lectures, and diversity programs afford students an opportunity for a well-rounded college experience.
Eligibility for Participation—Student Activity

General Participation

a. To be eligible for participation in student activities, a student must be officially registered in classes at the College.

b. Part-time students may participate in student activities and may be voting members of, or hold office in, clubs or organizations as provided for in the Constitution and Bylaws.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) is designed to promote the general welfare of students in a democratic fashion and to facilitate communication between the student body, the faculty, and the administration. The student government provides a means through which students can promote interest in student activities both on and off campus.

CLUBS

Student clubs operate and are supported through the Student Government Association. The College encourages student participation in clubs and organizations. Although student activities are viewed as secondary to the central purpose of academic preparation, they are nevertheless an important phase of student growth and development. The following clubs and organizations are historically functioning on campus:

• Biomechanics Club
• CFFA, Sustainable Agriculture Club
• Human Service Club
• Medical Assisting Club
• Phi Theta Kappa
• Surgical Technology Club
• Youth Excelling in Lifelong Learning

• Computer Engineering Club
• CFFA, Horticulture Club
• Horticulture Club
• Nightingales
• Radiant Beams
• Transitional & Career Studies

• Cosmetology Club
• Graphic Arts & Imaging Tech
• Lamplighters Club
• Night Owls
• Science Club

INTERCOLLEGIATE ATHLETICS

The College is committed to providing comprehensive, quality education to adults in its primary service area and strives to provide programs and activities that enhance the social, cultural, economic, and leadership development of the community.

One way the College meets these needs is through intercollegiate athletics. Intercollegiate athletics offer students an opportunity to develop self-discipline, physical and emotional well-being, and leadership skills which are pertinent to academic success.

Lenoir Community College participates in men’s baseball, men’s basketball, women’s basketball, and women’s volleyball under National Junior College Athletic Association (NJCAA) Guidelines. Eligibility of athletes to participate in these sports is predicated upon their making satisfactory academic progress. Academic suspension results in ineligibility to participate regardless of reinstatement.

RECRUITMENT OF ATHLETES

Student athletes are recruited based on their athletic ability and academic potential. Recruitment procedures are based on NJCAA guidelines.

ATHLETIC GUIDELINES

Students on suspension may not participate in athletics. In accordance with regulations of the National Junior College Athletic Association and of Lenoir Community College, to take part in varsity baseball, men and women’s basketball, and volleyball, a student must be fulltime and maintain a cumulative average of 2.0 or better. They must also meet first or second season Academic Requirements of the NJCAA.
ACADEMIC REGULATIONS

CATALOG OF RECORD

Students have the option of graduating under the requirements of the catalog in effect at the time of initial enrollment as long as the student remains continuously enrolled, but students must complete requirements within ten (10) years of the catalog selected.

REGISTRATION

Students are urged to register on the days designated in the College calendar. Students who enter after classes have begun are at a disadvantage and are responsible for all work prior to their entrance. New and returning students should begin the process at the Office of Admissions. Continuing students should see their advisors. WebADVISOR online registration is available for admitted students to select and register for classes for the following semester. All students except special/visiting students are required to speak to their advisor before registering online.

SEMESTER HOURS

The unit of measurement for credit purposes is the semester hour. One semester hour represents the credit earned in a lecture course that is scheduled for one class hour per week for 16 weeks. For laboratory work, two class hours per week in the laboratory are required for a single semester hour of credit. For shop work or clinical hours, three hours in the shop or clinic per week are required for a single hour of credit. For Work-Based Learning and internships, ten hours per week are required for a single hour of credit. Generally, a student should spend two clock hours in preparation for one class hour.

SEMESTER COURSE LOAD

Students taking 12 credit hours or more are considered full-time students; students with 9-11 credit hours are considered 3/4 time, and students with 6-8 credit hours are considered 1/2 time. Students with less than six credit hours are less than half time.

The maximum credit hours for students enrolled in AA, AE, AS, AFA, AGE, AAS, diploma, or certificate programs is 18 hours. Students may enroll for more than the maximum hours with the approval of the division dean.

Special/visiting students normally will not be allowed to take more than 15 credit hours without declaring a major. Exceptions to this must be approved by the Dean of Student Services. Exceptions will be made only with sufficient justification and documentation.

COLLEGE-LEVEL STUDENT COMPETENCIES

Students from Lenoir Community College’s certificate programs will be able to:

a. Perform entry-level technical skills appropriate to their areas of study and
b. Demonstrate mathematical skills appropriate to their areas of study

In addition to these, students from Lenoir Community College’s diploma programs will be able to:

a. Communicate effectively in reading, writing, speaking, and listening;
b. Demonstrate critical thinking and Problem-Solving Skills; and
c. Apply scientific principles within their area of study.

In addition to these, students from Lenoir Community College’s associate degree programs will be able to:

a. Apply knowledge of basic information technologies;
b. Demonstrate knowledge of the humanities or fine arts to achieve philosophical, literary, and artistic expressions that constitute cultural understanding; and
c. Demonstrate knowledge of the social sciences to apply basic concepts involving relationships among individuals, groups, and social structures.

Program-level competencies have also been developed for all programs.
COLLEGE SUCCESS

Curriculum students seeking a degree or diploma are required to take ACA 111, College Student Success or ACA 122, College Transfer Success. These courses are designed to eliminate many of the problems normally faced by new students when they first enroll at the College. Students are acquainted with the College’s environment, policies, courses, staff and transfer readiness when applicable.

1. Students enrolled in certificate programs are not required to take ACA 111 or ACA 122.
2. Students who have transferred from another post-secondary institution, who have not completed a course equivalent to ACA 111 or ACA 122, are required to take either ACA 111 or ACA 122.

Students are strongly encouraged to enroll in ACA 111 or ACA 122 during their first semester at the College.

TUTORIAL CENTER

The Tutorial Center is located on the first floor of the Science/LAP Building. It provides students with opportunities to (1) increase their knowledge and skills through research and computer-assisted instruction, (2) receive tutorial assistance in mastering required standards of performance in a particular program, and (3) increase their knowledge and skills through use of enrichment activities. Peer tutors and lab assistants are available to support students with the use of equipment and software. Online tutoring at no cost is also available to all LCC curriculum students in many subjects through a link in every Moodle course and also at the bottom of every LCC webpage.

ACADEMIC WRITING SUPPORT SERVICES

Full-time English faculty provide academic support for curriculum students enrolled in LCC courses. Instructors focus on assisting students to reach their academic and personal goals through strengthening their writing skills. The English faculty has a vested interest in student success at LCC. All curriculum students are invited to seek out English faculty for assistance with strengthening their writing skills. Each writing session will be held in English faculty offices by appointment. Students should stop by the Tutoring Center for office and appointment information.

VIRTUAL TRANSFER CENTER

The Virtual Transfer Center is designed to provide current and prospective students with information relevant to college and university transfer. This site is the online hub for college transfer information for LCC students. Students are encouraged to utilize the resources on this site to make sound decisions about selecting a college or university. Understanding the transfer pathway is critical to your success both here at LCC and at the next institution the student attends. The College is committed to student success and to help make the transition to the next level of education seamless.

GRADING SYSTEM AND QUALITY POINT AVERAGE

The 4.00 quality point system is used to calculate student grade point averages. Grade point averages are computed by dividing the total number of quality points earned by the total number of semester hours attempted. The letter grades used are as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Quality Points per Semester Hour Credit Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failed</td>
<td>0</td>
</tr>
</tbody>
</table>
SA  Satisfactory  Hours are applied toward graduation but are not used in calculating the student’s grade point average. This grade indicates clinical performance in health science courses, solely of a clinical nature, such as MED 113, SUR 123.

UN  Unsatisfactory  Hours are not applied toward graduation and are not used in calculating the student’s grade point average. This grade indicates clinical performance in health science courses, solely of a clinical nature, such as MED 113, SUR 123.

AU  Audit  No credit

CR  Credit Accepted  Hours are applied toward graduation but are not used in calculating the student’s grade point average.

NC  Non-Course Status  Given when credit is earned from some origin other than actual course work such as placement testing

W  Withdrew  Not considered credit hours attempted

NA  Never Attend  Given when a student registers but does not attend a course.

I  Incomplete  Given when a student has not completed the required course work but has made substantial progress and, in the opinion of the instructor, is able to fulfill the remaining requirements without reenrolling in the course. The “I” counts as credit hours attempted. Course requirements must be completed satisfactorily within the next semester (including the summer semester) or the “I” automatically becomes an “F,” unless officially extended for one semester by the instructor.

P  Pass  Satisfactory completion of coursework

R  Re-enroll  Has not met the objectives required for the course

IP  In Progress  Given in developmental courses (courses numbered less than 100) when a student, in the opinion of the instructor, has made progress but has not met the objectives required for the course, and has attended class in accordance with the instructor’s attendance policy. The “IP” does not count as credit hours attempted.

LA  Temporarily Late  An emergency symbol to be used by the registrar when grades are not reported on time through no fault of the student.

NF  Forgiveness Policy  The Forgiveness Policy—The grade is not included in the cumulative GPA.

S  Requirement Satisfied  Hours are applied toward graduation but not used in calculating the student’s grade point average.

When the grade “F,” “R,” “W,” or “IP” is received in a course, the student must reenroll and satisfactorily complete the course requirements in order to receive credit for the course.

Developmental courses are numbered 0-99, and letter grades are required. Grades awarded include “A,” “B,” “C,” “PA,” “PB,” “IP,” “R,” “I,” and “W.” The hours attempted and grade points accumulated for developmental courses are counted in the semester and cumulative totals but do not count toward graduation requirements.

All grade changes other than “I” and “LA” must be approved by the Senior Vice President of Instruction and Student Services.

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CEEB ADVANCED PLACEMENT PROGRAM

Lenoir Community College participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB). Students who wish to present Advanced Placement Test Scores should have those scores sent directly to the Registrar from the College Board. Students entering a program who have demonstrated their achievement by meeting minimum scores upon taking the Advanced Placement Examinations may receive semester hour credit in the appropriate college course(s) as follows:

<table>
<thead>
<tr>
<th>AP Course Title</th>
<th>Minimum Score</th>
<th>LCC Course Equivalent</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>ART 114 or ART 115</td>
<td>3</td>
</tr>
<tr>
<td>Art (Studio Art Drawing)</td>
<td>3</td>
<td>ART 131</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>BIO 111</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>MAT 271</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>MAT 271 and MAT 272</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>3</td>
<td>CHM 151</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>CIS 115</td>
<td>3</td>
</tr>
<tr>
<td>Economics (Micro)</td>
<td>3</td>
<td>ECO 251</td>
<td>3</td>
</tr>
<tr>
<td>Economics (Macro)</td>
<td>3</td>
<td>ECO 252</td>
<td>3</td>
</tr>
<tr>
<td>English Language</td>
<td>3</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>3</td>
<td>ENG 111 and ENG 112</td>
<td>6</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>3</td>
<td>POL 120</td>
<td>3</td>
</tr>
<tr>
<td>History (European)</td>
<td>3</td>
<td>HIS 121 and HIS 122</td>
<td>6</td>
</tr>
<tr>
<td>History (United States)</td>
<td>3</td>
<td>HIS 131 and HIS 132</td>
<td>6</td>
</tr>
<tr>
<td>Music Listening/Language</td>
<td>3</td>
<td>MUS 110</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3</td>
<td>MUS 111</td>
<td>3</td>
</tr>
<tr>
<td>Physics B</td>
<td>3</td>
<td>PHY 151 and PHY 152</td>
<td>8</td>
</tr>
<tr>
<td>Physics C (Part One)</td>
<td>3</td>
<td>PHY 151</td>
<td>4</td>
</tr>
<tr>
<td>Physics C (Part Two)</td>
<td>3</td>
<td>PHY 152</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PSY 150</td>
<td>3</td>
</tr>
<tr>
<td>Science (Environmental)</td>
<td>3</td>
<td>BIO 140 and BIO 140A</td>
<td>4</td>
</tr>
<tr>
<td>Spanish Language or Literature</td>
<td>3</td>
<td>SPA 111 and SPA 112</td>
<td>6</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td>3</td>
<td>MAT 152</td>
<td>3</td>
</tr>
</tbody>
</table>

CLEP PLACEMENT PROGRAM

Lenoir Community College participates in the College Level Examination Program (CLEP). Contact the Registrar for information on tests accepted, scores, and course credit for CLEP. A CLEP transcript must be forwarded to the Registrar before any credit can be awarded.

CREDIT BY EXAMINATION

A curriculum student may petition the division dean for credit by examination. The dean coordinates with the instructor regarding the administration of the examination, which is administered in a manner appropriate to the course. The grade earned on the examination will be entered into the student’s record and credits earned will be applied toward graduation requirements. A student must be currently enrolled at Lenoir Community College for credit by examination.

A student is limited to one attempt at credit by examination per course. No tuition is charged for the examination. A student may not attempt credit by examination if enrolled in the course for which the credit by examination is being attempted. This includes courses which have been dropped or withdrawn from during the current term or during the term in which the student is enrolled for the same course. Credit by examination for developmental courses is not permitted.
Exceptions to this policy may be recommended by the division dean and approved by the Senior Vice President of Instruction and Student Services.

**CREDIT BY ARTICULATION**

Lenoir Community College participates in the North Carolina High School to Community College Articulation Agreement. This is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The agreement provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria:

- Final grade of B or higher in the course and
- A score of 93 or higher on the standardized CTE post assessment

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise pathway.

Community college officials verify eligibility and acceptance of articulated courses listed on the high school transcript. Students may be asked to submit supporting documentation and/or demonstrate proficiency to receive credit. Colleges must follow the criteria of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in awarding credit.

**STUDENT CLASSIFICATION**

- **Freshman**—A student who has earned fewer than 32 semester hours of credit
- **Sophomore**—A student who has earned 32 or more semester hours of credit
- **Full-time Student**—A student who is registered for 12 or more semester hours
- **Part-time Student**—A student who is registered fewer than 12 semester hours
- **Special/Visiting Student**—A student who is not seeking a degree

**ACADEMIC HONORS**

- **President’s List**—Students who are enrolled for a minimum of 12 semester hours, have achieved a grade point average of 4.00, and are not enrolled in any class numbered below 100
- **Dean’s List**—Students who are enrolled for a minimum of 12 semester hours, have achieved a grade point average from 3.25 through 3.99, are not enrolled in any class numbered below 100, and have no grade lower than a “C”
- **Graduation with Honors**—awarded to students with a major grade point average between 3.50 and 3.749 upon completion of any degree or diploma program
- **Graduation with High Honors**—awarded to students with a major grade point average 3.75 and above upon completion of any degree or diploma program

To be eligible for honors or high honors, students must complete 50 percent of their course work at Lenoir Community College. Students receiving an Incomplete (I) for any course are ineligible for the honors list.

**GRADE POINT AVERAGE CALCULATION FOR GRADUATION**

Graduation from Lenoir Community College is based on major grade point average, which includes only courses used to meet graduation requirements in a student’s major. Whenever courses are repeated, only the highest attempt is counted toward graduation.

Note: Where courses are repeated, all attempts are shown on the permanent student record.
ATTENDANCE

Absences seriously disrupt students’ progress in a course and diminish the quality of group interaction. Students are expected to attend punctually all lecture and laboratory sessions in the courses for which they are registered, beginning with the first session following registration for the courses. Three late arrivals and/or early departures count as one absence, and students must be in attendance for 50% of the class time to be counted for the day’s attendance. Students should notify instructors of planned and emergency tardiness, absences, and early departures.

Although occasional absences may be unavoidable, they in no way excuse students from meeting the requirements of the courses. Absences (excused and/or unexcused) are calculated from the first class meeting following enrollment. “Excessive” absences are defined as absences totaling 15% of the scheduled class meetings. Fifteen percent translates into the following formula: for a 5 contact hour class, 15% = 12 hours of absences; 4 contact hours = 9; 3 contact hours = 7; 2 contact hours = 4; and 1 contact hour = 2.

However, students who miss two consecutive weeks are withdrawn from class on the first day of the third week. Students with prolonged absences should either contact their instructors so that they are not suspended or officially drop the classes so that attendance is not factored into their final grades. Please refer to the course documents for specific attendance requirements.

Attendance/participation in Distance Education (DE) courses directly affects students’ success in a course. LCC uses the Learning Management System Moodle to deliver online course content in DE courses. Per federal guidelines, students taking Internet courses must submit an assignment in each Internet course in Moodle by the 10% date to establish an initial enrollment date and to be fully enrolled in the course. Students who do not submit an assignment by the 10% date will be marked as “Never Attend” and withdrawn from the course. No exceptions. No refunds.

In DE courses, attendance is assessed by submitted assignments. Students not participating for two consecutive weeks or missing 15% of the assignments as defined by the course will be dropped from the course. It is important for students in a DE course to promptly inform their instructor of issues that may affect attendance/participation to minimize the chance of being dropped.

Dismissal for excessive or prolonged absences result in a grade of W (Withdrawn) on the day of dismissal.

The classification of absences as excused requires verification and allows students to make up missed work, in accordance with the instructor’s make-up procedures, but they are still computed as absences in the 15% tabulation. Excused absences are identified as follows:

1. Personal illness or illness of dependents or spouse living in the household, if the illness requires a doctor’s supervision
2. Death in the family
3. Participation in authorized college activities
4. Others at the discretion of the instructor

Students may have up to two days of absences excused by the College per academic year for the purpose of observing religious holidays that students are required by their faith to observe. In anticipation of such an event, students must contact the Dean of Student Services in writing at least two weeks prior to the expected absence. The Dean will work with the students and their instructors to ensure timely make up of class requirements missed because of the absence.

All instructors adhere to the established procedure as printed in the LCC Catalog, notify students in writing of their make-up procedures, and when possible, confer with students with excessive absences and/or refer those students to counselors. Students’ grades, however, cannot be raised or lowered more than one letter grade based on excessive absences and/or attendance. This does not take into consideration the effects of students’ failure to comply with instructors’ make-up procedures.
The College recognizes that there may be individual cases in which a student should be allowed to make a formal appeal related to attendance for particular courses taken at the College. Students must follow the student grievance procedure outlined in this catalog.

Health Sciences students should refer to the specific Health Sciences Program Handbook. All Health Sciences handbooks are available online in each course or on reserve in the Learning Resources Center.

**RECORDS**

Information contained in the student’s permanent record is determined by the NCCCS office. The student’s permanent record is composed of personal information including the student’s name, address, student ID number, date of birth, and gender. Academic information included on the Permanent Student Record includes the title and number of courses taken, grades earned, hours attempted, hours earned, quality points, and grade point average by term and cumulatively. Other information includes secondary school attended, college major, graduation information, honors, membership in Phi Theta Kappa, and credits accepted from other colleges.

Student records are maintained in accordance with the Community College System Public Records Retention Schedule. Transcripts, or transcripted academic records, are stored permanently in the College’s database management system. They are backed up hourly to a mirror system and nightly to a magnetic tape.

**THE OFFICIAL ACADEMIC RECORD**

A report of grades earned is available on WebADVISOR. Any disputes must be appealed through the instructor within two weeks of the official date of the end of the semester. Official records, of all students’ courses, credits, and grades earned are kept in the Registrar’s Office. Students should maintain a record of their courses, credits, and grades each term and check from time to time to see that their records agree with those of the College. The records may also help students determine their eligibility for any activity that requires them to meet specific scholastic standards. Copies of the official records are available to students upon written request.

**TRANSCRIPTS**

All student records are held in confidence by the College. A student may request from the Registrar’s Office a transcript of his or her academic record. Transcripts shall be made available only upon request by the student. A statement authorizing release must be signed by the student before a transcript will be sent to employers or other agencies. Authorization for release of transcript forms are available in Student Services and online. There is a fee for each transcript requested.

**ACCESS TO STUDENT EDUCATION RECORDS**

**Family Education Rights & Privacy Act (FERPA)**

Each student who is in attendance or who has been in attendance at the College, or parents of a dependent student who claim the student as an exemption on their federal income tax return, or anyone designated on the FERPA Release Form have the right to inspect and review the student education records maintained by the College or by any person acting on behalf of the College. The College does comply with a request to review an education record within a reasonable time, but in any event not more than 45 days after the request is made. Any student or parent of a dependent child desiring to review the student education records should make the request directly to the official custodian responsible for maintaining that record. A list of the types, the location, and the names of the official custodians of student education records is maintained in the Registrar’s Office and is readily available to the student or parent upon request.
The College makes available on a routine basis certain directory information on currently enrolled students without the prior written consent of the student. This policy is for the convenience of students, parents, other members of the college community, and the general public. However, such information is not to be released by the College if the student is not currently enrolled or if the student notifies the Registrar’s Office within seven days after registration day of the current term of enrollment that such directory information should not be released to anyone by the College. Directory information related to a student is limited to the student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and other similar information as may be designated by the College.

Any student who believes that any right pursuant to the Family Educational Rights and Privacy Act has been violated or that the college policy is not in compliance with the Act, may file a complaint directly with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare (HEW), 330 Independence Avenue S.W., Washington, D.C. 20201. Though it is not required as a condition to filing any complaint with HEW, the student is requested to discuss the grievance with the Dean of Student Services, Administration Building 140C, phone 252-527-6223, prior to filing a complaint with HEW. Strict compliance with the provisions of FERPA is the stated policy of the College. The College, through the Dean of Student Services, takes appropriate action in all cases involving a violation of the Privacy Act.
ARTS AND SCIENCES

COLLEGE TRANSFER PROGRAMS

Lenoir Community College offers five college transfer programs. These programs include two years of courses paralleling the freshman and sophomore years at most senior colleges and universities.

Students desiring to pursue an academic transfer program at Lenoir Community College will, through guidance and program advisement, enroll in courses in which they have an interest. By maintaining a 2.0 GPA and completing two years of a planned program of study, students will be able to transfer as juniors to most senior institutions without loss of creditor time. See the Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina System in this section for further information.

Students who successfully complete a college transfer program are awarded one of five degrees by Lenoir Community College: the Associate in Arts degree, the Associate in Engineering degree, the Associate in Science degree, the Associate in Fine Arts Music degree, or the Associate in Fine Arts Visual Arts degree.

STATE EMPLOYEES CREDIT UNION PARTNERSHIP EAST CONSORTIUM FOR EDUCATION MAJORS

East Carolina University College of Education with the support of State Employees Credit Union has established consortium partnerships with community colleges and public schools within the university’s service region. The State Employees Credit Union Partnership East South Central Consortium makes it possible for students throughout eastern North Carolina to obtain a four-year degree in Elementary or Special Education from East Carolina University without traveling to the main campus.

Students graduate with a four-year degree from East Carolina University by completing the first two years of the program at Lenoir Community College followed by taking East Carolina University courses online or through face-to-face instruction at the consortium hub site. For more information, please contact the Dean of Arts and Sciences.

FOREIGN LANGUAGE ELECTIVES FOR TRANSFER DEGREES

Students who graduate from LCC and who plan to transfer to many of the 17 UNC constituent institutions must have two units of a language other than English. These must be two units of the same second language (e.g. Spanish I and Spanish II). If these units have not been completed in high school, students will need to complete six (6) semester hours of the same language other than English at LCC or another institution of higher learning before being admitted to the UNC system. Students whose high school class graduated before 1990, students who are at least 24 years of age, and students already fluent in a second language or in American Sign Language may have these requirements waived by the UNC system. Students who plan to transfer should check the requirements of the receiving institution to determine if an intermediate sequence of a foreign language will be required for a particular major.

ASSOCIATE IN ARTS PROGRAM

The Associate in Arts Program is the first two years of the basic program of most four-year colleges and universities. The program is designed to give students a broad exposure to communications, humanities, sciences, and social sciences.
TRANSFER STUDENT RESPONSIBILITY

Courses should be selected on the basis of the recommended course of study of the senior institution (four-year college or university) to which the student intends to transfer. Students should review the online catalogs and transfer equivalencies from transfer institutions and work carefully with advisors in designing programs of study. If a senior institution requires additional courses which are not offered at LCC, students should consult with the Dean of Arts and Sciences (general studies/transfer programs) early in their programs of study.

The college staff cooperates with each student in planning a transfer program. However, it is the responsibility of the student to determine what courses and credits transfer to the receiving institution. The acceptance of courses taken at Lenoir Community College is determined solely by the institution to which the student transfers.

Lenoir Community College students have little difficulty in completing their transfer satisfactorily if they follow these steps:

1. Decide early which senior institution to attend. Contact the institution for recommendations concerning appropriate courses.
2. Review online catalog and transfer equivalencies for the prospective institution and study its admissions requirements.
3. Confer with Lenoir Community College academic advisors about transfer plans.
4. Check carefully at least two semesters prior to transferring to be sure that all necessary requirements are being met and all necessary steps have been taken.

Changes in the student’s major field of study or in the choice of senior institution may delay transfer. Such changes should be made only after careful study and consultation with a counselor or advisor.

COLLEGE TRANSFER DEGREE REQUIREMENTS

General Requirements for graduation for the Associate in Arts, Associate in Fine Arts, and Associate in Science degrees are as follows:

1. To qualify for a degree, specific course requirements must be met. However, when a student can demonstrate that specific requirements at a senior institution are in conflict with the associate degree requirements at Lenoir Community College, substitutions may be recommended by the Dean of Arts and Sciences.
2. All College financial obligations must be met.
3. A minimum of 60-61 semester hours with a program grade point average of at least 2.00 is required. Grade point average is computed as outlined in the Academic Regulations. Required courses and electives must be completed in accordance with the programs as listed in the catalog.
4. A minimum of 25% of the credit hours required for completion of a degree must be earned at Lenoir Community College.
5. Application for graduation must be made in accordance with the dates listed in the college catalog.

Transfer Course List Effective Fall 2014

*UGETC - Indicates a Universal General Education Transfer Component Course

<table>
<thead>
<tr>
<th>Community College Course</th>
<th>Transfer Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA 122 College Transfer Success</td>
<td>AA/AS Required Course</td>
</tr>
<tr>
<td>ACC 120 Prin of Financial Accounting</td>
<td>Pre-Major/Elective</td>
</tr>
<tr>
<td>ACC 121 Prin of Managerial Accounting</td>
<td>Pre-Major/Elective</td>
</tr>
<tr>
<td>*ART 111 Art Appreciation</td>
<td>UGETC: Humanities/Fine Arts – AA/AS</td>
</tr>
<tr>
<td>*ART 114 Art History Survey I</td>
<td>UGETC: Humanities/Fine Arts – AA/AS</td>
</tr>
<tr>
<td>*ART 115 Art History Survey II</td>
<td>UGETC: Humanities/Fine Arts – AA/AS</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>ART 121</td>
<td>Two-Dimensional Design</td>
</tr>
<tr>
<td>ART 122</td>
<td>Three-Dimensional Design</td>
</tr>
<tr>
<td>ART 131</td>
<td>Drawing I</td>
</tr>
<tr>
<td>ART 132</td>
<td>Drawing II</td>
</tr>
<tr>
<td>ART 171</td>
<td>Computer Art I</td>
</tr>
<tr>
<td>ART 214</td>
<td>Portfolio and Resume</td>
</tr>
<tr>
<td>ART 240</td>
<td>Painting I</td>
</tr>
<tr>
<td>ART 241</td>
<td>Painting II</td>
</tr>
<tr>
<td>ART 260</td>
<td>Photography Appreciation</td>
</tr>
<tr>
<td>ART 261</td>
<td>Photography I</td>
</tr>
<tr>
<td>ART 262</td>
<td>Photography II</td>
</tr>
<tr>
<td>ART 264</td>
<td>Digital Photography I</td>
</tr>
<tr>
<td>ART 265</td>
<td>Digital Photography II</td>
</tr>
<tr>
<td>ART 266</td>
<td>Videography I</td>
</tr>
<tr>
<td>ART 267</td>
<td>Videography II</td>
</tr>
<tr>
<td>ART 271</td>
<td>Computer Art II</td>
</tr>
<tr>
<td>ART 283</td>
<td>Ceramics I</td>
</tr>
<tr>
<td>ART 284</td>
<td>Ceramics II</td>
</tr>
<tr>
<td>ART 288</td>
<td>Studio</td>
</tr>
<tr>
<td>*AST 111</td>
<td>Descriptive Astronomy</td>
</tr>
<tr>
<td>*AST 111A</td>
<td>Descriptive Astronomy Lab</td>
</tr>
<tr>
<td>*AST 151</td>
<td>General Astronomy I</td>
</tr>
<tr>
<td>*AST 151A</td>
<td>General Astronomy I Lab</td>
</tr>
<tr>
<td>*BIO 111</td>
<td>General Biology I</td>
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<tr>
<td>*BIO 112</td>
<td>General Biology II</td>
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<td>BIO 120</td>
<td>Introductory Botany</td>
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<td>BIO 140</td>
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<td>BIO 140A</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anat &amp; Physiology</td>
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<tr>
<td>BIO 168</td>
<td>Basic Anatomy &amp; Physiology I</td>
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<td>Basic Anatomy &amp; Physiology II</td>
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<td>BUS 115</td>
<td>Business Law I</td>
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<tr>
<td>BUS 137</td>
<td>Principles of Management</td>
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<td>Gen, Org, &amp; Biochemistry</td>
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<tr>
<td>CHM 130A</td>
<td>Gen, Org, &amp; Biochem Lab</td>
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<td>Introduction to Chemistry</td>
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<tr>
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<td>Introduction to Chemistry Lab</td>
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<td>CHM 132</td>
<td>Organic and Biochemistry</td>
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<td>General Chemistry I</td>
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<td>General Chemistry II</td>
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<td>Organic Chemistry I</td>
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<td>CHM 252</td>
<td>Organic Chemistry II</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
</tr>
<tr>
<td>CIS 115</td>
<td>Intro to Prog &amp; Logic</td>
</tr>
</tbody>
</table>
CJC 111 Intro to Criminal Justice Pre-Major/Elective
CJC 121 Law Enforcement Operations Pre-Major/Elective
CJC 141 Corrections Pre-Major/Elective

*COM 231 Public Speaking UGETC: Communications – AA/AS

CSC 134 C++ Programming Pre-Major/Elective
CSC 139 Visual BASIC Programming Pre-Major/Elective
CSC 151 JAVA Programming Pre-Major/Elective
CSC 239 Advanced Visual BASIC Prog Pre-Major/Elective

CTS 115 Info Sys Business Concepts Pre-Major/Elective

DFT 170 Engineering Graphics Pre-Major/Elective

*ECO 251 Prin of Microeconomics UGETC: Social/Behavioral Sci – AA/AS
*ECO 252 Prin of Macroeconomics UGETC: Social/Behavioral Sci – AA/AS

EDU 216 Foundation of Education Pre-Major/Elective
EDU 221 Children with Exceptionalities Pre-Major/Elective

EGR 150 Intro to Engineering Pre-Major/Elective

*ENG 111 Writing and Inquiry UGETC: English Comp - AA & AS
*ENG 112 Writing/Research in the Disc UGETC: English Comp - AA & AS
ENG 114 Prof Research and Reporting GEN ED: English Composition
*ENG 231 American Literature I UGETC: Humanities/Fine Arts – AA/AS
*ENG 232 American Literature II UGETC: Humanities/Fine Arts – AA/AS
*ENG 241 British Literature I UGETC: Humanities/Fine Arts – AA/AS
*ENG 242 British Literature II UGETC: Humanities/Fine Arts – AA/AS
GEO 111 World Regional Geography GEN ED: Social/Behavioral Science

HEA 110 Personal Health/Wellness Pre-Major/Elective
HEA 112 First Aid & CPR Pre-Major/Elective
HEA 120 Community Health Pre-Major/Elective

*HIS 111 World Civilizations I UGETC: Social/Behavioral Sci.– AA/AS
*HIS 112 World Civilizations II UGETC: Social/Behavioral Sci.– AA/AS
HIS 121 Western Civilization I GEN ED: Social/Behavioral Science
HIS 122 Western Civilization II GEN ED: Social/Behavioral Science
*HIS 131 American History I UGETC: Social/Behavioral Sci.– AA/AS
*HIS 132 American History II UGETC: Social/Behavioral Sci.– AA/AS
HIS 231 Recent American History Pre-Major/Elective

HUM 110 Technology and Society GEN ED: Humanities/Fine Arts
HUM 115 Critical Thinking GEN ED: Humanities/Fine Arts
HUM 120 Cultural Studies GEN ED: Humanities/Fine Arts

*MAT 143 Quantitative Literacy UGETC: Math – AA
*MAT 152 Statistical Methods I UGETC: Math – AA
*MAT 171 Precalculus Algebra UGETC: Math – AA/AS
**MAT 172** Precalculus Trigonometry  UGETC: Math– AS
**MAT 263** Brief Calculus  UGETC: Math– AS
**MAT 271** Calculus I  UGETC: Math– AS
**MAT 272** Calculus II  UGETC: Math– AS
**MAT 273** Calculus III  GEN ED: Mathematics
**MAT 280** Linear Algebra  Pre-Major/Elective
**MAT 285** Differential Equations  Pre-Major/Elective

**MUS 110** Music Appreciation  UGETC: Humanities/Fine Arts – AA/AS
**MUS 111** Fundamentals of Music  Pre-Major/Elective
**MUS 112** Introduction to Jazz  UGETC: Humanities/Fine Arts – AA/AS
**MUS 121** Music Theory I  Pre-Major/Elective
**MUS 122** Music Theory II  Pre-Major/Elective
**MUS 125** Aural Skills I  Pre-Major/Elective
**MUS 126** Aural Skills II  Pre-Major/Elective
**MUS 131** Chorus I  Pre-Major/Elective
**MUS 132** Chorus II  Pre-Major/Elective
**MUS 133** Band I  Pre-Major/Elective
**MUS 134** Band II  Pre-Major/Elective
**MUS 212** American Musical Theatre  GEN ED: Humanities/Fine Arts
**MUS 231** Chorus III  Pre-Major/Elective
**MUS 232** Chorus IV  Pre-Major/Elective
**MUS 233** Band III  Pre-Major/Elective
**MUS 234** Band IV  Pre-Major/Elective

**PED** All one-hour PED activity courses  Pre-Major/Elective
**PED 110** Fit and Well for Life  Pre-Major/Elective
**PED 252** Officiating/Bsball/Sfball  Pre-Major/Elective
**PED 254** Coaching Basketball  Pre-Major/Elective
**PED 256** Coaching Baseball  Pre-Major/Elective

**PHY 110** Conceptual Physics  UGETC: Natural Sciences – AA/AS
**PHY 110A** Conceptual Physics Lab  UGETC: Natural Sciences – AA/AS
**PHY 151** College Physics I  UGETC: Natural Sciences – AS
**PHY 152** College Physics II  UGETC: Natural Sciences – AS
**PHY 251** General Physics I  UGETC: Natural Sciences – AS
**PHY 252** General Physics II  UGETC: Natural Sciences – AS

**POL 120** American Government  UGETC: Social/Behavioral Sci.– AA/AS

**PSY 150** General Psychology  UGETC: Social/Behavioral Sci.– AA/AS
**PSY 241** Developmental Psych  GEN ED: Social/Behavioral Science
**PSY 246** Adolescent Psychology  Pre-Major/Elective
**PSY 263** Educational Psychology  Pre-Major/Elective
**PSY 281** Abnormal Psychology  GEN ED: Social/Behavioral Science

**REL 110** World Religions  GEN ED: Humanities/Fine Arts
**REL 111** Eastern Religions  GEN ED: Humanities/Fine Arts
**REL 211** Intro to Old Testament  GEN ED: Humanities/Fine Arts
**REL 212** Intro to New Testament  GEN ED: Humanities/Fine Arts

**SOC 210** Introduction to Sociology  UGETC: Social/Behavioral Sci.– AA/AS
COMPREHENSIVE ARTICULATION AGREEMENT BETWEEN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM AND THE UNIVERSITY OF NORTH CAROLINA SYSTEM

The Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are regionally accredited for college transfer programs. All courses designated as approved for college transfer under this agreement will be taught by faculty who meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential requirements. Another assumption is that substantial commonality exists in the lower-division general education requirements and courses currently offered at all universities and community colleges for the purpose of transfer.

The general education courses and pre-major courses offered at the institutions that comprise The University of North Carolina and the North Carolina Community College System are similar in intended outcomes and competencies, and so, transferable between institutions. The general education requirements of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements remain unaffected by this agreement. Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower-level courses required for each major are the subject of the pre-majors developed by joint discipline committees.

A. Transfer of Credits

The CAA establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. The CAA does not address admission to a specific institution or to a specific major within an institution.

1. Eligibility

To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of “C” or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis.

2. Definition of General Education Courses and Pre-major Courses

The Associate in Arts (AA) and Associate in Science (AS) degree programs in the North Carolina Community College System require a total of sixty or sixty-one semester hours credit for graduation (see Appendix F) and are transferable to any UNC institution. The overall total is comprised of both lower-division general education and pre-major courses. This curriculum reflects the distribution of
discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The Associate in Arts (AA) and Associate in Science (AS) degree programs include general education requirements that represent the fundamental foundation for success and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university’s foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

The AA, AE, and AS degree programs of study are structured to include two components:
Universal General Education Transfer Component comprises a minimum of 30 semester hours of credit, and Additional general education, pre-major, and elective courses that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree programs to 60-61 semester hours.

To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit.
Additional general education, pre-major, and elective courses should be selected based on a student’s intended major and transfer institution.

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The Universal General Education Transfer Component and Other Required General Education courses will be drawn from those courses designated in the North Carolina Community College Combined Course Library as being transferable general education. This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique. Students are directed to the pre-majors for specifics regarding courses and distribution.

3. Transfer of Associate in Arts and Associate in Science degree programs
   a. The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
   b. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.
   c. A student who completes the Associate in Arts or Associate in Science degree prior to transfer to a UNC institution will have fulfilled the UNC institution’s lower-division general education requirements.
   d. Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education courses and pre-major courses taken at the community college.
   e. Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer
courses with a grade of “C” or better 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 UNC institution.

f. Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

g. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix G). While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.

h. CAA courses taken beyond the 60-61 SHC of credit in which the student received less than a “C” will not negate the provisions of the CAA.

4. UNC Minimum Admission Requirements (MAR) and Minimum Course Requirements (MCR)

a. A student who completes the Associate in Arts or the Associate in Science degree will satisfy UNC’s minimum admission requirements (MAR) and minimum course requirements (MCR).

b. A transfer student will also be considered to have satisfied (MAR) and (MCR) if he or she has:
   1. received the Associate in Arts, the Associate in Science, the baccalaureate, or any higher degree, or
   2. completed at least six (6) semester hours in degree-credit in each of the following subjects: English, mathematics, the natural sciences, and social/behavioral sciences, and (for students who graduate from high school in 2003-04 and beyond) a second language.

5. Students not completing the Associate in Arts or Associate in Science degrees

A North Carolina community college student who satisfactorily completes, with a grade of “C” or better, courses identified in the Universal General Education Transfer Component will receive credit applied toward the university’s lower-division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English Composition, 9 hours in Humanities/Fine Arts/Communications, 9 hours in Social/Behavioral Sciences, 8 hours in Mathematics, and 8 hours in the Natural Sciences.

A North Carolina community college student who satisfactorily completes a transfer course that is not designated as a Universal General Education Transfer Component course will receive transfer credit for the course. The receiving institution will determine whether the course will count as general education, pre-major, or elective credit.

6. Certification of Universal General Education Transfer Component Courses, Associate in Arts Degree, or Associate in Science Degree Completion Certification of completion of the Associate in Arts or Associate in Science degree is the responsibility of the community college at which the courses are successfully completed. Transcript identification of Universal General Education Transfer Component courses is also the responsibility of the community college at which the courses are completed. The transcripts of students who transfer before completing the degree will be evaluated on a course-by-course basis by the receiving university. The transferring student who has not completed the degree must meet the receiving institution’s general education requirements.

7. Four-Year Degree Plan for Community College Transfer Students

Beyond the Universal General Education Transfer Component courses, a program
of study leading to the associate degree contains courses related to a student’s major or program emphasis. Pre-major course tracks prepare students to succeed in their chosen field and provide students with clear pathways to completion. Each UNC institution will develop, publish, and maintain four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion. Students who complete the AA or AS degree and the degree plan tracks published by a UNC institution, and who are accepted into that institution and into that major within four years of initial enrollment at the community college, will continue into that major at the UNC institution with all courses fulfilling lower division general education and other degree requirements.

8. Transfer of courses taken in other associate degree programs
Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an Associate in Applied Science (AAS) or Associate in Fine Arts (AFA) degree program and who satisfactorily completed the courses with a grade of “C” or better in all courses that are designated for college transfer (see Appendix G, CAA Transfer Course List) will receive credit for those courses. AAS or AFA students completing courses designated Universal General Education Transfer Component will receive equivalent general education course credit for those courses at the receiving institution. For courses not designated as Universal General Education Transfer Component, the receiving institution will determine whether the course will count as general education or pre-major/elective credit. Students in these programs who transfer must meet the general education requirements of the receiving institution. Articulation of Associate in Fine Arts or Associate in Applied Science degree programs may be handled on a bilateral articulation agreement basis rather than on a state-wide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AFA or AAS degree programs to baccalaureate degree programs. The TAC encourages the development of new bi-lateral articulation agreements among institutions; However, TAC will not maintain a current inventory of bilateral articulation agreements for AAS degree programs.

9. Transfer courses that do not originate at a North Carolina community college or UNC institution may be used under the CAA with the following stipulations:
   a. Courses must be completed at a regionally accredited (e.g., SACS) institution of higher education;
   b. Courses must meet general education requirements; and
   c. Courses may total no more than 14 semester hours of general education course credit.
   d. For courses not originating at a NC community college, if the courses are used to complete the AA or AS, the courses will transfer as part of the degree. Otherwise, if 14 hours or less are presented without completion of the AA or AS, then the receiving institution will consider the courses on a course-by-course basis.

10. Transfer of Advanced Placement (AP) course credit
Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student’s successfully completed Associate in Arts or Associate in Science degree under the CAA. Students who receive AP course credit at a community college but do not complete the Associate in Arts or Associate in Science degree will have AP credit awarded on the basis of the receiving institution’s AP policy.
B. Impact of the CAA on other articulation agreements
The CAA takes precedence over bilateral articulation agreements established between constituent institutions of the University of North Carolina and the North Carolina Community College System but does not necessarily preclude such agreements. Institutional-to-institution articulation agreements that fall within the parameters of the CAA and enhance transferability of students from community colleges to senior institutions are encouraged. Institutional articulation agreements conflicting with the CAA are not permitted.

C. Compliance Procedures
The Transfer Advisory Committee (TAC) is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, a TAC Review Team comprised of one UNC representative and one community college representative will survey and review the institutional transfer credit policies and procedures of two UNC institutions per quarter. The TAC will report the findings to UNC-General Administration and the North Carolina Community College System Office.

D. Students enrolled prior to Fall Semester 2014
Students officially enrolled in an AA or AS program at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the CAA in place at the time of their initial enrollment as long as they have remained continuously enrolled. Comprehensive Articulation Agreement Transfer Credit Appeal Procedure University of North Carolina/North Carolina Community College System Guiding Principle: If a student from a North Carolina Community College System (NCCCS) college believes the terms of the Comprehensive Articulation Agreement (CAA) have not been honored by a University of North Carolina (UNC) institution to which the student has been admitted, the student may invoke the CAA Transfer Credit Appeal Procedure. 

CAA Transfer Credit Appeal Procedure

Step 1:
• By the last day of classes of the first semester for which admission is offered, the student must submit a CAA Transfer Credit Appeal Form along with any supporting documentation to the director of admission at the UNC campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
• The student must specify on the appeal form the specific CAA language that is in contention. Appeals that lack this information will not be considered.
• The Director of Admission will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step 2:
• If the student is not satisfied with the decision of the Director of Admission, he/she may appeal on the same form to the Chief Academic Officer (Provost) of the University within 15 days of written notice of the director’s decision.
• The Provost will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student’s appeal.

Step 3
• If the student is not satisfied with the decision of the Provost, he/she may appeal to the Transfer Advisory Committee (TAC) subcommittee, composed of the Co-chairs, a representative from the UNC General Administration, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost’s decision. The appeal to the TAC subcommittee should be sent to: UNC-GA Transfer Advisory Committee Member CAA Appeal, PO Box 2688, Chapel Hill, NC 27515.
If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full TAC within 10 business days. The TAC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.
### Career & College Promise College Transfer Pathway

**Associate in Arts P1012C**

(32–33 Semester Hours Credit Required)

**COLLEGE TRANSFER PATHWAY***

(2017*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
</tbody>
</table>

### I. GENERAL EDUCATION (31-32 SHC)*

#### A. English Composition (6 SHC)

*The following two English composition courses are required*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 Writing and Inquiry</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ENG 112 Writing/Research in the Disc</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

*Select 9 SHC courses from the following from at least two different disciplines*

#### B. Communication

- COM 231 Public Speaking: 3 hours, 0 lab hours, 0 experiential hours, 3 credits

#### Humanities/Fine Arts

- ART 111 Art Appreciation: 3 hours, 0 lab hours, 3 credits
- ART 114 Art History Survey I: 3 hours, 0 lab hours, 3 credits
- ART 115 Art History Survey II: 3 hours, 0 lab hours, 3 credits
- ENG 231 American Literature I: 3 hours, 0 lab hours, 3 credits
- ENG 232 American Literature II: 3 hours, 0 lab hours, 3 credits
- ENG 241 British Literature I: 3 hours, 0 lab hours, 3 credits
- ENG 242 British Literature II: 3 hours, 0 lab hours, 3 credits
- MUS 110 Music Appreciation: 3 hours, 0 lab hours, 3 credits
- MUS 112 Introduction to Jazz: 3 hours, 0 lab hours, 3 credits

#### C. Social/Behavioral Sciences (9 SHC)

*Select three courses from the following from at least two different disciplines*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251 Prin of Microeconomics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ECO 252 Prin of Macroeconomics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS 111 World Civilizations I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS 112 World Civilizations II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS 131 American History I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS 132 American History II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>POL 120 American Government</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>PSY 150 General Psychology</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>SOC 210 Introduction to Sociology</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Mathematics (3-4 SHC)

*Select one class from the following courses*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 143 Quantitative Literacy</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MAT 152 Statistical Methods I</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>MAT 171 Precalculus Algebra</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

#### E. Natural Sciences (4 SHC)

*Select 4 SHC from the following courses*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 111 Descriptive Astronomy and</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>AST 111A Descriptive Astronomy Lab</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>AST 151 General Astronomy I and</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>AST 151A General Astronomy I Lab</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>BIO 111 General Biology I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151 General Chemistry I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PHY 110 Conceptual Physics and</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>PHY 110A Conceptual Physics Lab</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### II. OTHER REQUIRED HOURS (1 SHC)

- ACA 122 College Transfer Success: 0 hours, 2 lab hours, 0 experiential hours, 1 credit

*High School Students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts Degree.*
# Career & College Promise College Transfer Pathway

**Associate in Engineering P1052C**  
(34 Semester Hours Credit Required)

**COLLEGE TRANSFER PATHWAY**  
(2017*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Work</th>
<th>Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
</tr>
</thead>
</table>

## I. GENERAL EDUCATION (28 SHC)

### A. English Composition (6 SHC)

*The following two English composition courses are required:*

- ENG 111 Writing and Inquiry  
  3  0  0  3  
- ENG 112 Writing/Research in the Disc  
  3  0  0  3  

### B. Humanities, Fine Arts, and Communication (3 SHC)

*Select one course from the following:*

- 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  
- COM 231 Public Speaking  
  3  0  0  3  
- ENG 231 American Literature I  
  3  0  0  3  
- ENG 232 American Literature II  
  3  0  0  3  
- ENG 241 British Literature I  
  3  0  0  3  
- ENG 242 British Literature II  
  3  0  0  3  
- MUS 110 Music Appreciation  
  3  0  0  3  
- MUS 112 Introduction to Jazz  
  3  0  0  3  

### C. Social/Behavioral Sciences (3 SHC)

*The following course is required:*

- ECO 251 Prin of Microeconomics  
  3  0  0  3  

### D. Mathematics (8 SHC)**

*The following courses are required:*

- MAT 271 Calculus I  
  3  2  0  4  
- MAT 272 Calculus II  
  3  2  0  4  

*Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.*

### E. Natural Sciences (8 SHC)

*Select 8 SHC from the following courses:*

- CHM 151 General Chemistry I  
  3  3  0  4  
- PHY 251 General Physics I  
  3  3  0  4  
- PHY 252 General Physics II  
  3  3  0  4  

## II. OTHER REQUIRED HOURS (6 SHC)

### A. Academic Transition (1 SHC)

*The following course is required:*

- ACA 122 College Transfer Success  
  0  2  0  1  

### B. Engineering (5 SHC)

*The following courses are required:*

- EGR 150 Intro to Engineering  
  1  2  0  2  
- DFT 170 Engineering Graphics  
  2  2  0  3  

---

58
Associate in Engineering P1052C
COLLEGE TRANSFER PATHWAY*
Continued

*High School Students in the CCP College Transfer Pathway Leading to the Associate in Engineering must complete the entire pathway before taking additional courses in the Associate in Engineering degree with the following exception: Students may take additional math courses beyond MAT 272 that are required for the Associate in Engineering degree.

**Students who do not place directly into MAT 271 must pass MAT 171 and MAT 172 prior to enrolling in MAT 271 Calculus I. MAT 171 and MAT 172 are classified as prerequisite general education hours in the CCP College Transfer Pathway Leading to the Associate in Engineering.
Career & College Promise College Transfer Pathway  
Associate in Fine Arts in Visual Arts P1062C  
(32–41 Semester Hours Credit Required)  
COLLEGE TRANSFER PATHWAY*  
(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
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<td>The following two English composition courses are required</td>
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<tr>
<td>ENG 111 Writing and Inquiry</td>
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<tr>
<td>ENG 112 Writing/Research in the Disc</td>
<td>3</td>
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<td>B. Communications and Humanities/Fine Arts (6 SHC)</td>
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<td>ART 111 Art Appreciation</td>
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<td>COM 231 Public Speaking</td>
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<td>MUS 112 Introduction to Jazz</td>
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<td>C. Social/Behavioral Sciences (6 SHC)</td>
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<td>POL 120 American Government</td>
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<td>MAT 271 Calculus I</td>
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<td>MAT 272 Calculus II</td>
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<td>E. Natural Sciences (4 SHC)</td>
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<td>CHM 151 General Chemistry I</td>
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<td>PHY 110 Conceptual Physics and</td>
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### II. OTHER REQUIRED HOURS (7 SHC)

#### A. Art (6 SHC)

*The following two courses are required:*

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<tr>
<td>ART 131 Drawing I</td>
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#### B. Academic Transition (1 SHC)

*The following course is required:*

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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>ACA 122 College Transfer Success</td>
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### III. OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)*

*High School Students in the CCP College Transfer Pathway Leading to the Associate in Fine Arts must complete the entire pathway before taking additional courses in the Associate in Fine Arts Degree. Students must meet the receiving university’s foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.*
**Career & College Promise College Transfer Pathway**
**Associate in Science P1042C**
*(35 Semester Hours Credit Required)*
**COLLEGE TRANSFER PATHWAY**
*(2017*03) Course and Hour Requirements

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<th>Class</th>
<th>Lab</th>
<th>Exp</th>
<th>Credits</th>
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<td>ENG 111 Writing and Inquiry</td>
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<td>COM 231 Public Speaking</td>
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<tr>
<td><strong>Humanities/Fine Arts</strong></td>
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<tr>
<td>ART 111 Art Appreciation</td>
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<td>ENG 232 American Literature II</td>
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<tr>
<td>MUS 112 Introduction to Jazz</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<td></td>
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<tr>
<td><strong>C. Social/Behavioral Sciences (6 SHC)</strong></td>
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<tr>
<td>Select two courses from the following from at least two different disciplines</td>
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<tr>
<td>ECO 251 Prin of Microeconomics</td>
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<td>ECO 252 Prin of Macroeconomics</td>
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<td>HIS 131 American History I</td>
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<td>PSY 150 General Psychology</td>
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<td><strong>D. Mathematics (8 SHC)</strong></td>
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<td>Select two courses from the following</td>
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<td><strong>E. Natural Sciences (8 SHC)</strong></td>
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### Associate in Science P1042C
### COLLEGE TRANSFER PATHWAY*
### Continued

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**II. OTHER REQUIRED HOURS (1 SHC)**

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<th>Lab</th>
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*High School Students in the CCP College Transfer Pathway Leading to the Associate in Science Degree must complete the entire pathway before taking additional courses in the Associate in Science Degree.*
Career & College Promise College Transfer Pathway  
Associate Degree Nursing (ADN) P1032C  

COLLEGE TRANSFER PATHWAY*

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Blocks 1 through 3 of the Uniform Articulation Agreement between the University of North Carolina’s Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the RN to BSN AA courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

Career and College Promise ADN Pathway  
Associate Degree Nursing (ADN) P1032C  
(24 Semester Hours Credit Required)  
College Transfer Pathway*  
(2017*03) Course and Hour Requirements

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<th>Lab</th>
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<td>*ENG 111 Writing and Inquiry</td>
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<tr>
<td>B. Social/Behavioral Sciences: 6 hours</td>
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<td>The following courses are required:</td>
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<td>*ART 115 Art History Survey II</td>
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<td>*BIO 169 Anatomy and Physiology II</td>
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</table>

*Denotes courses (23 Semester Hours of Credit) in Block 1 of the Five Block Degree Plan that are completed as part of the North Carolina Community College AAS Nursing degree.
For additional information about Blocks 2 and 3 of the Five Block Degree Plan located within the Uniform Articulation Agreement between the University of North Carolina RN to BSN please visit: http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/uniform-articulation-agreement-rn-bsn

High school students in the CCP Associate Degree Nursing Pathway to the Associate in General Education Nursing (A1030N) program must complete the entire pathway before taking additional courses in the Associate in General Education Nursing (A1030N).
ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS

ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS

Technological developments have helped to produce increasingly complex and sophisticated jobs in business, health, industry, agriculture, and public service. Teamwork by workers has contributed to further technological progress and to a high level of productivity in goods and services. Technicians, as paraprofessional workers, are key members of work teams in modern society.

The College provides a wide variety of opportunities in two year programs for students to engage in technical training.

The programs offered are designed to provide a solid foundation in general education and in the specialized knowledge and skills needed for employment after graduation.

Students are awarded an Associate in Applied Science degree upon completion of these programs of study.

DIPLOMA PROGRAMS

Diploma programs have been established to prepare students for entry-level employment in fields ranging from semiprofessional to semiskilled. These programs are usually of one year or less in duration and courses are generally offered day and evening for part-time and full-time students. When the diploma program is a subpart of an associate degree program, the required courses will be credited to the degree program. Placement assessment and general education are required in these programs.

CERTIFICATE PROGRAMS

Certificate programs have been established to prepare students for entry-level employment in fields ranging from semiprofessional to skilled. These programs are from one semester to two semesters in duration and require placement assessment and demonstration of general education competencies. Courses are generally offered day or evening for part-time and full-time students. When the certificate program is a subpart of an associate degree or diploma program, the required courses will, in most cases, be credited to the parent program.

SKILLS CERTIFICATE PROGRAMS

Skills certificate programs consist of a series of courses that prepare students for skilled or semiskilled employment opportunities. Study is primarily oriented to the development of manipulative skills and related competencies for use in securing entry-level employment. These programs do not require placement testing or completion of general education courses. To be eligible for enrollment, students must meet the admission requirements; however, to progress academically to certificate, diploma, and degree programs, students must meet the admission and enrollment requirements for certificate, diploma, and degree programs.
# Accounting and Finance

## Accounting Essential Certificate C25800C2 (CTE) C25800H2*

### (2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
</tbody>
</table>

### I. General Education Courses: 0 Hours

### II. Major Courses: 14 Hours

#### A. Core: 14 Hours

1. Technical Core: 11 Hours

   - ACC 120 Prin of Financial Accounting  3  2  0  4
   - ACC 121 Prin of Managerial Accounting  3  2  0  4
   - ECO 252 Prin of Macroeconomics        3  0  0  3

2. Required Subject Area: 3 Hours

   - ACC 131 Federal Income Taxes           2  2  0  3

**Total Credits**  14

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
### Beginner Automotive Customizing Skills Certificate C60190K1

**CTE** C60190H1*  
*(2017*03)* Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
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<th>Work</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td>I. General Education Courses: 0 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Major Courses: 16 Hours</td>
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<tr>
<td>A. Core: 13 Hours</td>
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<td></td>
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<tr>
<td>1. Technical Core: 3 Hours</td>
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<tr>
<td>TRN 180 Basic Welding for Transp</td>
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<td>4</td>
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<tr>
<td>2. Program Major: 10 Hours</td>
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<tr>
<td>AUB 121 Non-Structural Damage I</td>
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<tr>
<td>AUC 111 Auto Customizing Research</td>
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<td>0</td>
</tr>
<tr>
<td>AUC 112 Auto Custom Fabrication</td>
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<td>4</td>
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<tr>
<td>B. Other Major Courses: 3 Hours</td>
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<tr>
<td>AUB 136 Plastics &amp; Adhesives</td>
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<td><strong>Total Credits</strong></td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.  
Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/WyGx30c9D5h](http://ow.ly/WyGx30c9D5h).

---

### Intermediate Automotive Customizing Skills Certificate C60190K2

**CTE** C60190H2*  
*(2017*03)* Course and Hour Requirements

<table>
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<tbody>
<tr>
<td>Title</td>
<td>Class</td>
<td>Lab</td>
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<tr>
<td>I. General Education Courses: 0 Hours</td>
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<td></td>
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<tr>
<td>II. Major Courses: 16 Hours</td>
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<tr>
<td>A. Core: 14 Hours</td>
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<td></td>
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<tr>
<td>1. Technical Core: 3 Hours</td>
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<td></td>
</tr>
<tr>
<td>TRN 180 Basic Welding for Transp</td>
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<td>4</td>
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<tr>
<td>2. Program Major: 11 Hours</td>
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<tr>
<td>AUB 111 Painting &amp; Refinishing I</td>
<td>2</td>
<td>6</td>
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<tr>
<td>AUC 111 Auto Customizing Research</td>
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<td>0</td>
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<tr>
<td>AUC 112 Auto Custom Fabrication</td>
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<td>B. Other Major Courses: 2 Hours</td>
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<tr>
<td>AUB 114 Special Finishes</td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.  
Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/J7dM30d7kK3](http://ow.ly/J7dM30d7kK3).
**Automotive Systems Technology**

**General Automotive Servicing Certificate C60160K1**

(CTE) C60160H*

(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td>Exp.</td>
</tr>
</tbody>
</table>

I. General Education Courses: 0 Hours

II. Major Courses: 12 Hours

A. Core: 2 Hours

   Technical Core: 2 Hours
   
   TRN 140 Transp Climate Control 1 2 0 2

B. Other Major Courses: 10 Hours

   TRN 111 Chassis Maint/Light Repair 2 6 0 4
   TRN 112 Powertrain Maint/Light Repair 2 6 0 4
   TRN 140A Transp Climate Control Lab 1 2 0 2

Total Credits 12

*This certificate has been identified as a pathway for high school students participating in Career and College Promise initiative.

---

**Automotive Systems Technology**

**Automotive Skills Certificate C60160K2**

(CTE) C60160H1*

(2018*03)Course and Hour Requirements

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td>Exp.</td>
</tr>
</tbody>
</table>

I. General Education Courses: 0 Hours

II. Major Courses: 15 Hours

A. Core: 11 Hours

   1. Technical Core: 2 Hours
      
      TRN 140 Transp Climate Control 1 2 0 2

   2. Program Major: 9 Hours
      
      AUT 116 Engine Repair 2 3 0 3
      AUT 141 Suspension & Steering Sys 2 3 0 3
      AUT 151 Brake Systems 2 3 0 3

B. Other Major Courses: 4 Hours

   AUT 116A Engine Repair Lab 0 3 0 1
   AUT 151A Brake Systems Lab 0 3 0 1
   TRN 140A Transp Climate Cont Lab 1 2 0 2

Total Credits 15

*This certificate has been identified as a pathway for high school students participating in Career and College Promise initiative.
### Aviation Management and Career Pilot Technology

**Private Pilot Essentials C60180C4**  
**(CTE) C60180H4**  
**(2018*03) Course and Hour Requirements**

<table>
<thead>
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<th>Exp.</th>
<th>Credits</th>
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<td><strong>I. General Education Courses: 0 Hours</strong></td>
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<tr>
<td><strong>II. Major Courses: 12 Hours</strong></td>
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<td>A. Core: 9 Hours</td>
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<td>AER 110 Air Navigation</td>
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<td>AER 111 Aviation Meteorology</td>
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<td>AER 150 Private Pilot Flt Theory</td>
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<td>AER 114 Aviation Management</td>
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**Total Credits** 12

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
### Business Administration
#### General Business Administration
#### Business Administration Essential Certificate C25120C3
#### (CTE) C25120H3*
#### (2017*03) Course and Hour Requirements

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<tr>
<td>ACC 120 Prin of Financial Accounting</td>
<td>3</td>
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<tr>
<td>BUS 110 Introduction to Business</td>
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<tr>
<td>BUS 115 Business Law I</td>
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<tr>
<td>BUS 137 Principles of Management</td>
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<tr>
<td>MKT 120 Principles of Marketing</td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative. Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/Gm6q30c9YW7](http://ow.ly/Gm6q30c9YW7)
## Business Administration

### Marketing

Marketing Essential Certificate C25120C6  
(CTE) C25120H6*  
(2017*03) Course and Hour Requirements

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<tr>
<td><strong>II. Major Courses: 16 Hours</strong></td>
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<tr>
<td>A. Core: 13 Hours</td>
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<tr>
<td>ACC 120 Prin of Financial Accounting</td>
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<tr>
<td>ECO 251 Prin of Microeconomics</td>
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<td>0</td>
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<tr>
<td>MKT 120 Principles of Marketing</td>
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<td>MKT 121 Retailing</td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.  
Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/940m30c9KS](http://ow.ly/940m30c9KS)
### Business Administration Public Administration

**Public Administration Essential Certificate C25120C9**

(CTE) C25120H9*

(2017*03) Course and Hour Requirements

<table>
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<th>Title</th>
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<th>Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>II. Major Courses: 16 Hours</td>
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<td>A. Core: 16 Hours</td>
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<tr>
<td>ACC 120 Prin of Financial Accounting</td>
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<tr>
<td>BUS 115 Business Law I</td>
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<td>3</td>
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<tr>
<td>BUS 137 Principles of Management</td>
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<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>ECO 251 Prin of Microeconomics</td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/Ngx230c9L1P](http://ow.ly/Ngx230c9L1P)
## Computer Engineering Technology

### Computer Hardware Certificate C40160C5

(CTE) C40160H5*

(2018*03) Course and Hour Requirements

<table>
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<th>Hours</th>
<th>Work</th>
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<tr>
<td><strong>II. Major Courses: 15 Hours</strong></td>
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<td><strong>A. Core: 15 Hours</strong></td>
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<tr>
<td>CET 111 Computer Upgrade/Repair I</td>
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<td>3</td>
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<tr>
<td>ELC 131 Circuit Analysis I</td>
<td>3 3 0 4</td>
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<tr>
<td>ELN 133 Digital Electronics</td>
<td>3 3 0 4</td>
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</tr>
<tr>
<td>ELN 232 Intro to Microprocessors</td>
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<td><strong>Total Credits</strong></td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

### Gainful Employment information for this program to be posted by, August 15, 2018.

## Computer Engineering Technology

### Electronics Certificate C40160C6

(CTE) C40160H6*

(2018*03) Course and Hour Requirements

<table>
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<th>Hours</th>
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<td>ELC 131 Circuit Analysis I</td>
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<tr>
<td>ELN 131 Analog Electronics I</td>
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<td>ELN 133 Digital Electronics</td>
<td>3 3 0 4</td>
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<tr>
<td>ELN 232 Intro to Microprocessors</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

Gainful Employment information for this program to be posted by, August 15, 2018.
## Computer-Integrated Machining

### Computer-Integrated Machining Skills Certificate C50210K

(CTE) C50210H*

*(2017*03) Course and Hour Requirements*

<table>
<thead>
<tr>
<th>Title</th>
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<th>Class</th>
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<th>Exp</th>
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<td><strong>A. Core:</strong> 16 Hours</td>
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<tr>
<td>BPR 111 Print Reading</td>
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<tr>
<td>MAC 171 Measure/Material &amp; Safety</td>
<td>0</td>
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<td>MAC 172 Job Plan, Bench &amp; Layout</td>
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<td>MAC 173 Manual Milling/Drilling</td>
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<td>MAC 174 Manual Turning</td>
<td>1</td>
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<td>MAC 112 Machining Technology II</td>
<td>2</td>
<td>12</td>
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<tr>
<td>MAC 121 Intro to CNC</td>
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</table>

**Total Credits**                                           |       |       |     |     | **16** |

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/bY6X30c9Te9](http://ow.ly/bY6X30c9Te9)
## Culinary Arts

### Culinary Arts Essential Skills Certificate C55150K2  
(CTE) C55150H2*

(2017*03) Course and Hour Requirements

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td>Exp.</td>
</tr>
<tr>
<td><strong>I. General Education Courses: 0 Hours</strong></td>
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<tr>
<td><strong>II. Major Courses: 16 Hours</strong></td>
<td></td>
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<tr>
<td>A. Core: 12 Hours</td>
<td></td>
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<tr>
<td>CUL 110 Sanitation &amp; Safety</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CUL 112 Nutrition for Foodservice</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CUL 120 Purchasing</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CUL 135 Food &amp; Beverage Service</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HRM 245 Human Resource Mgt-Hosp</td>
<td>3</td>
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<tr>
<td>B. Other Major Courses: 4 Hours</td>
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</tr>
<tr>
<td>CUL 110A Sanitation &amp; Safety Lab</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>CUL 112A Nutrition for Fdsv Lab</td>
<td>0</td>
<td>3</td>
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<tr>
<td>CUL 120A Purchasing Lab</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>CUL 135A Food &amp; Beverage Serv Lab</td>
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<tr>
<td><strong>Total Credits</strong></td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/XL7T30e9XNU](http://ow.ly/XL7T30e9XNU)
Early Childhood Education  
Early Childhood Preschool Certificate C55860 (CTE) C55860H1*  
(2017*03) Course and Hour Requirements  

This curriculum prepares individuals to work with preschool age children (3-5) in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with preschool children.

Course work includes child growth and development, physical/nutritional needs of preschool children, safety issues in the care of preschool children, care and guidance, communication skills with families and children, design and implementation of appropriate curriculum, and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate preschool 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 other preschool programs.

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
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<td>EDU 119 Intro to Early Child Educ</td>
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<td>EDU 131 Child, Family, and Community</td>
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<td>EDU 145 Child Development II</td>
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<td>EDU 146 Child Guidance</td>
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<tr>
<td>EDU 153 Health, Safety and Nutrition</td>
<td>3</td>
<td>0</td>
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<td><strong>Total Credits</strong></td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/iVoT30d7gsX](http://ow.ly/iVoT30d7gsX)
# Emergency Management

Emergency Preparedness Certificate* C55460C1
(CTE) C55460H1*
(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
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<tr>
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<td>II. Major Courses: 12 Hours</td>
<td></td>
<td></td>
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<tr>
<td>Core: 12 Hours</td>
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<tr>
<td>EPT 120 Sociology of Disaster</td>
<td>3</td>
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<tr>
<td>EPT 130 Mitigation &amp; Preparedness</td>
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<tr>
<td>EPT 140 Emergency Management</td>
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<tr>
<td>EPT 210 Response &amp; Recovery</td>
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<td><strong>Total Credits</strong></td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.
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<thead>
<tr>
<th>Title</th>
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<th>Lab</th>
<th>Clin.</th>
<th>Exp.</th>
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<tbody>
<tr>
<td><strong>I. General Education Courses: 0 Hours</strong></td>
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<tr>
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<td>MED 121 Medical Terminology I</td>
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<td>MED 122 Medical Terminology II</td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
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<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Education Courses: 0 Hours</td>
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<tr>
<td>II. Major Courses: 14 Hours</td>
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<tr>
<td>A. Core:</td>
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<tr>
<td>GRD 141 Graphic Design I</td>
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<td>B. Other Major Courses:</td>
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<td>GRD 167 Photographic Imaging I</td>
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<td>GRD 168 Photographic Imaging II</td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
### Gunsmithing
**Basic Gunsmithing Skills Certificate C30200K1**  
*(CTE) C30200H1*  
*(2017*03) Course and Hour Requirements*

<table>
<thead>
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<th>Title</th>
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<th>Credits</th>
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<tbody>
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<td><strong>I. General Education Courses:</strong> 0 Hours</td>
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<tr>
<td><strong>II. Major Courses:</strong> 15 Hours</td>
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<tr>
<td>A. Core: 6 Hours</td>
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<tr>
<td>GSM 111 Gunsmithing I</td>
<td>2</td>
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<tr>
<td>B. Other Major Courses: 9 Hours</td>
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<tr>
<td>GSM 127 General Repair</td>
<td>3</td>
<td>9</td>
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<tr>
<td>MEC 111 Machine Processes I</td>
<td>1</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td><strong>15</strong></td>
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</tbody>
</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

### Gunsmithing
**Intermediate Gunsmithing Skills Certificate C30200C1**  
*(CTE) C30200H2*  
*(2017*03) Course and Hour Requirements*

<table>
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<tbody>
<tr>
<td><strong>I. General Education Courses:</strong> 0 Hours</td>
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</tr>
<tr>
<td><strong>II. Major Courses:</strong> 15 Hours</td>
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<tr>
<td>A. Core: 6 Hours</td>
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<tr>
<td>GSM 120 Gunsmithing Tools</td>
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<td>B. Other Major Courses: 9 Hours</td>
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<tr>
<td>GSM 225 Gunmetal Refinishing</td>
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<tr>
<td>MEC 112 Machine Processes II</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative. Students must complete the C30200K1 Basic Gunsmithing Skills Certificate prior to enrollment in the C30200C1 Intermediate Gunsmithing Certificate.*
**Horticulture Technology**

**Greenhouse Management Certificate C15240C2**

*(CTE) C15240H2*

*(2018*03) Course and Hour Requirements*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
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<tbody>
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<td><strong>II. Major Courses:</strong> 12 Hours</td>
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<tr>
<td>A. Technical Core: 6 Hours</td>
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<tr>
<td>HOR 164 Hort Pest Management</td>
<td>2</td>
<td>2</td>
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<tr>
<td>HOR 166 Soils &amp; Fertilizers</td>
<td>2</td>
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<td>A. Program Major: 6 Hours</td>
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<td>HOR 134 Greenhouse Operations</td>
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<td>HOR 162 Applied Plant Science</td>
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*This certificate has been identified as a pathway for high school students participating in Career and College Promise initiative.*
## Industrial Systems Technology

**Industrial Systems Basic Fabrication Certificate C50240C5**  
(CTE) C50240H5*  
(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
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<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>I. General Education Courses: 0 Hours</strong></td>
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<tr>
<td><strong>II. Major Courses: 16 Hours</strong></td>
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</tr>
<tr>
<td>A. Technical Core: 12 Hours</td>
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<tr>
<td>HYD 110 Hydraulics/Pneumatics I</td>
<td>2</td>
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<td>ISC 121 Envir Health &amp; Safety</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>MAC 111 Machining Technology I</td>
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<td>12</td>
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<td>6</td>
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<tr>
<td>B. Other Major Courses: 4 Hours</td>
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<td>WLD 121 GMAW (MIG) FCAW/Plate</td>
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<td>16</td>
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</tbody>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative. Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/3sSI30l8x5C](http://ow.ly/3sSI30l8x5C)*
### Information Technology

#### Information Systems Certificate C25590C1

(CTE) C25590H1*

(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
</tbody>
</table>

#### I. General Education Courses: 0 Hours

#### II. Major Courses: 15 Hours

A. Technical Core: 12 Hours

- CIS 110 Introduction to Computers 2 2 0 3
- CIS 115 Intro to Prog & Logic 2 3 0 3
- CTI 120 Network & Sec Foundation 2 2 0 3
- CTS 210 Computer Ethics 3 0 0 3

B. Other Major Hours: 3 Hours

- CIS 160 MM Resources Integration 2 2 0 3

**Total Credits** 15

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

---

### Information Technology

#### Information Systems

#### Hardware/Software Applications Certificate C25590C2

(CTE) C25590H2*

(2017*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
</tbody>
</table>

#### I. General Education Courses: 0 Hours

#### II. Major Courses: 15 Hours

A. Technical Core: 6 Hours

- CIS 110 Introduction to Computers 2 2 0 3
- CTS 120 Hardware/Software Support 2 3 0 3

B. Other Major Hours: 9 Hours

- CIS 160 MM Resources Integration 2 2 0 3
- CTS 130 Spreadsheet 2 3 0 3
- DBA 110 Database Concepts 2 3 0 3

**Total Credits** 15

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
# Information Technology

Information Systems

Basic Computer Programming Certificate C25590C3

(CTE) C25590H3*

(2017*03) Course and Hour Requirements

<table>
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<th>Work</th>
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<td>Class</td>
<td>Lab</td>
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<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I. General Education Courses: 0 Hours</td>
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</tr>
<tr>
<td>II. Major Courses: 15 Hours</td>
<td></td>
</tr>
<tr>
<td>A. Technical Core: 6 Hours</td>
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</tr>
<tr>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
</tr>
<tr>
<td>CIS 115 Intro to Prog &amp; Logic</td>
<td>2</td>
</tr>
<tr>
<td>B. Other Major Hours: 9 Hours</td>
<td></td>
</tr>
<tr>
<td>CSC 134 C++ Programming</td>
<td>2</td>
</tr>
<tr>
<td>CSC 139 Visual BASIC Programming</td>
<td>2</td>
</tr>
<tr>
<td>CSC 151 JAVA Programming</td>
<td>2</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

---

# Information Technology

Healthcare Informatics Certificate C25590C4

(CTE) C25590H4*

(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Lab</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>I. General Education Courses: 0 Hours</td>
<td></td>
</tr>
<tr>
<td>II. Major Courses: 15 Hours</td>
<td></td>
</tr>
<tr>
<td>A. Core: 9 Hours</td>
<td></td>
</tr>
<tr>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
</tr>
<tr>
<td>CTI 120 Network &amp; Sec Foundation</td>
<td>2</td>
</tr>
<tr>
<td>HBI 110 Issues and Trends in HBI</td>
<td>3</td>
</tr>
<tr>
<td>B. Other Major Hours: 6 Hours</td>
<td></td>
</tr>
<tr>
<td>HBI 113 Survey of Med Insurance</td>
<td>3</td>
</tr>
<tr>
<td>HBI 250 Data Mgmt and Utilization</td>
<td>2</td>
</tr>
<tr>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.
### Information Technology
#### Network Management Certificate C25590C6
(CTE) C25590H6*
(2017*03) Course and Hour Requirements

<table>
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<th>Lab</th>
<th>Exp</th>
<th>Credits</th>
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<tr>
<td></td>
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<tr>
<td></td>
<td>A. Core: 12 Hours</td>
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</tr>
<tr>
<td></td>
<td>1. Technical Core: 6 Hours</td>
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<tr>
<td></td>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>CTI 120 Network &amp; Sec Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2. Required Subject Area: 6 Hours</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>NET 125 Introduction to Networks</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NET 126 Routing Basics</td>
<td>1</td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

### Information Technology
#### Routing and Switching Certificate C25590C8
(CTE) C25590H8*
(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
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<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Exp</th>
<th>Credits</th>
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<tr>
<td></td>
<td>II. Major Courses: 15 Hours</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A. Core: 9 Hours</td>
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<td>1. Technical Core: 3 Hours</td>
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<tr>
<td></td>
<td>CTI 120 Network &amp; Sec Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>2. Required Subject Area: 6 Hours</td>
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<td></td>
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<tr>
<td></td>
<td>NET 125 Introduction to Networks</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NET 126 Routing Basics</td>
<td>1</td>
<td>4</td>
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<td>3</td>
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<td>B. Other Major Hours: 6 Hours</td>
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<tr>
<td></td>
<td>NET 225 Routing &amp; Switching I</td>
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<tr>
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<td>NET 226 Routing and Switching II</td>
<td>1</td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.
## Information Technology
### Basic Computer Repair Certificate C25590C9
### (CTE) C25590H9*
### (2017*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
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<th>Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>I. General Education Courses:</strong> 0 Hours</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>II. Major Courses:</strong> 15 Hours</td>
<td></td>
<td></td>
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<tr>
<td><strong>A. Technical Core:</strong> 6 Hours</td>
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<tr>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CTI 120 Network &amp; Sec Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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</tr>
<tr>
<td><strong>B. Other Major Hours:</strong> 9 Hours</td>
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<tr>
<td>CTS 120 Hardware/Software Support</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>NOS 110 Operating Systems Concepts</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>NOS 120 Linux/UNIX Single User</td>
<td>2</td>
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<td>0</td>
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<td><strong>Total Credits</strong></td>
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</tbody>
</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
**Mechanical Engineering Technology**  
**CAD Design Certificate C40320C1**  
**(CTE) C40320H1**  
**(2018*03) Course and Hour Requirements**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td>I. General Education Courses: 0 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Major Courses: 12 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Technical Core: 6 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DFT 151 CAD I</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>DFT 154 Intro Solid Modeling</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>B. Other Major Courses: 6 hours</td>
<td></td>
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<tr>
<td>DFT 152 CAD II</td>
<td>2</td>
<td>3</td>
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<tr>
<td>ISC 121 Envir Health and Safety</td>
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<td><strong>Total Credits</strong></td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

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**Mechanical Engineering Technology**  
**Industrial Manufacturing Certificate C40320C2**  
**(CTE) C40320H2**  
**(2017*03) Course and Hour Requirements**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td>I. General Education Courses: 0 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Major Courses: 15 Hours</td>
<td></td>
<td></td>
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<tr>
<td>A. Technical Core: 9 Hours</td>
<td></td>
<td></td>
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<tr>
<td>DFT 151 CAD I</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>HYD 110 Hydraulics/Pneumatics</td>
<td>2</td>
<td>3</td>
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<tr>
<td>MEC 145 Mfg Materials</td>
<td>2</td>
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</tr>
<tr>
<td>B. Other Major Courses: 6 Hours</td>
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<tr>
<td>ELC 131 Circuit Analysis I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MEC 181 Introduction to CIM</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
### Medical Assisting
Skills Certificate C45400C  
(CTE) C45400H*  
(2018*03) Course and Hour Requirements

<table>
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<tbody>
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<td><strong>II. Major Courses: 14 Hours</strong></td>
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<td><strong>A. Core: 11 Hours</strong></td>
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<tr>
<td>BIO 163 Basic Anat &amp; Physiology</td>
<td>4</td>
<td>2</td>
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<tr>
<td>MED 121 Medical Terminology I</td>
<td>3</td>
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</tr>
<tr>
<td>MED 122 Medical Terminology II</td>
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<td><strong>B. Other Major Course: 3</strong></td>
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</tr>
<tr>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
<td>2</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<tr>
<td></td>
<td><strong>14</strong></td>
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</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative. Upon completion of this certificate, the student is not eligible to sit for the American Association of Medical Assistants’ Certification Examination. However, the student who meets the admission requirements may apply to the Associate in Applied Science- Medical Assisting Program.*
### Medical Office Administration

**Essential Medical Office Technology Certificate** C25310C3

*(CTE) C25310H3*

*(2018*03) Course and Hour Requirements*

<table>
<thead>
<tr>
<th>Title</th>
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<th>Work</th>
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<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td><strong>I. General Education Courses:</strong> 0 Hours</td>
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</tr>
<tr>
<td><strong>II. Major Courses:</strong> 15 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OST 137 Office Applications I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>OST 141 Med Office Terms I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OST 148 Med Ins &amp; Billing</td>
<td>3</td>
<td>0</td>
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<tr>
<td>OST 149 Medical Legal Issues</td>
<td>3</td>
<td>0</td>
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<tr>
<td>OST 243 Med Office Simulation</td>
<td>2</td>
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</tbody>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*

### Medical Office Administration

**Essential Medical Records Certificate** C25310C4

*(CTE) C25310H4*

*(2018*03) Course and Hour Requirements*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
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<tr>
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<tr>
<td><strong>II. Major Courses:</strong> 15 Hours</td>
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<td></td>
</tr>
<tr>
<td>A. Core: 12 Hours</td>
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</tr>
<tr>
<td>OST 137 Office Applications I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>OST 141 Med Office Terms I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OST 148 Med Ins &amp; Billing</td>
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<td>0</td>
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<td>OST 149 Medical Legal Issues</td>
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<tr>
<td>B. Other Major Courses: 3 Hours</td>
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<tr>
<td>OST 184 Records Management</td>
<td>2</td>
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<tr>
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</tr>
</tbody>
</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
# Medical Office Administration

**Patient Services Representative Certificate C25310C5**

**(CTE) C25310H5**

**(2018*03) Course and Hour Requirements**

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credit</th>
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</thead>
<tbody>
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<td><strong>I. General Education Courses: 0 Hours</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. Major Courses: 15 Hours</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OST 137 Office Applications I</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>OST 141 Med Office Terms I</td>
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<td>0</td>
<td>0</td>
<td>3</td>
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<td>OST 148 Med Ins &amp; Billing</td>
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<tr>
<td>OST 149 Medical Legal Issues</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<td>OST 286 Professional Development</td>
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*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.
Office Administration
Office Administration Essential Certificate C25370C4
(CTE) C25370H4*
(2018*03) Course and Hour Requirements

<table>
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<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
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<tr>
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<td></td>
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<tr>
<td>II. Major Courses: 15 Hours</td>
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<td></td>
</tr>
<tr>
<td>A. Core: 12 Hours</td>
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<td></td>
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<tr>
<td>1. Office Applications I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. Office Editing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>3. Records Management</td>
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<td>2</td>
</tr>
<tr>
<td>4. Office Admin Capstone</td>
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<tr>
<td>B. Other Major Courses: 3 Hours</td>
<td></td>
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<tr>
<td>1. Word Processing</td>
<td>2</td>
<td>2</td>
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Total Credits: 15

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.
### Supply Chain Management Global Skills
Certificate C25620C2
(2017*03) (CTE) C25620H2*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
</tbody>
</table>

**I. General Education Courses: 0 Hours**

**II. Major Courses: 18 Hours**

A. Core: 15 Hours

1. Common Core: 3 Hours
   - LOG 110 Introduction to Logistics: 3 0 0 3

2. Required Subject Area: 12 Hours
   - LOG 125 Transportation Logistics: 3 0 0 3
   - LOG 215 Supply Chain Management: 3 0 0 3
   - LOG 235 Import/Export Management: 3 0 0 3
   - LOG 240 Purchasing Logistics: 3 0 0 3

B. Other Major Course: 3 Hours
   - LOG 211 Distribution Management: 2 2 0 3

Total Credits: 18

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/oSJB30d7HEV](http://ow.ly/oSJB30d7HEV)

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### Supply Chain Management
Trucking Operations Skills Certificate C25620C4
(2017*03) (CTE) C25620H4*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
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</tbody>
</table>

**I. General Education Courses: 0 Hours**

**II. Major Courses: 18 Hours**

A. Core: 15 Hours

1. Common Core: 3 Hours
   - LOG 110 Introduction to Logistics: 3 0 0 3

2. Required Subject Area: 12 Hours
   - LOG 125 Transportation Logistics: 3 0 0 3
   - TOM 120 Introduction to Trucking: 3 0 0 3
   - TOM 130 Fleet Maintenance: 3 0 0 3
   - TOM 250 Operations of Trucking I: 3 0 0 3

B. Other Major Course: 3 Hours
   - LOG 211 Distribution Management: 2 2 0 3

Total Credits: 18

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/L5Es30d7hO9](http://ow.ly/L5Es30d7hO9)
### Sustainable Agriculture

**Diploma D15410D**  
**(CTE) D15410H*  
*(2018*03) Course and Hour Requirements**

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. General Education Courses: 6 Hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. English: 3 Hours</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ENG 111 Writing and Inquiry</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>B. Humanities/Fine Arts: 3 Hours</td>
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<tr>
<td>HUM 110 Technology and Society</td>
<td>3</td>
<td>0</td>
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<tr>
<td><strong>II. Major Courses: 34 Hours</strong></td>
<td></td>
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<tr>
<td>A. Core: 24 Hours</td>
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<td></td>
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<tr>
<td>1. Technical Core: 16 Hours</td>
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<tr>
<td>AGR 121 Biological Pest Mgmt</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AGR 139 Intro to Sustainable Ag</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AGR 170 Soil Science</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>AGR 214 Agricultural Marketing</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ANS 110 Animal Science</td>
<td>3</td>
<td>0</td>
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<tr>
<td>WBL 111 Work-Based Learning I</td>
<td>0</td>
<td>0</td>
<td>10</td>
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<tr>
<td>2. Program Major: 8 Hours</td>
<td></td>
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<tr>
<td>AGR 111 Basic Farm Maintenance</td>
<td>1</td>
<td>3</td>
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<tr>
<td>AGR 160 Plant Science</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>AGR 265 Organic Crop Prod: Spring</td>
<td>2</td>
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<tr>
<td>B. Other Major Course: 10 Hours</td>
<td></td>
<td></td>
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<tr>
<td>AGR 212 Farm Business Management</td>
<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>BUS 135 Principles of Supervision</td>
<td>3</td>
<td>0</td>
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<tr>
<td>BUS 280 REAL Small Business</td>
<td>4</td>
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<tr>
<td><strong>III. Other Required Courses: 1 Hour</strong></td>
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<td></td>
<td></td>
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<tr>
<td>ACA 122 College Student Success</td>
<td>0</td>
<td>2</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

*This diploma has been identified as a pathway for high school students participating in the Career and College Promise initiative.  
Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/MX1c30d7hSc](http://ow.ly/MX1c30d7hSc)*
# Sustainable Agriculture

## Basic Sustainable Agriculture Certificate C15410C1

### (CTE) C15410H1*

*(2018*03) Course and Hour Requirements*

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Education Courses: 0 Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>II. Major Courses: 12 Hours</td>
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<td></td>
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<tr>
<td>A. Core: 12 Hours</td>
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<tr>
<td>1. Technical Core: 9 Hours</td>
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</tr>
<tr>
<td>AGR 139 Intro to Sustainable Ag</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>AGR 170 Soil Science</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ANS 110 Animal Science</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>2. Program Major: 3 Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGR 160 Plant Science</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative.*
## I. General Education Courses: 6 Hours

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
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</thead>
<tbody>
<tr>
<td><strong>A. English: 3 Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 110 Introduction to Communication</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>or ENG 110 Freshman Composition</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>or ENG 111 Writing and Inquiry</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>B. Math/Natural Sciences: 3 Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 110 Math Measurement &amp; Literacy</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>or MAT 121 Algebra/Trigonometry I</td>
<td>2</td>
<td>2</td>
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</table>

## II. Major Courses: 32 Hours

### A. Core: 18 Hours

<table>
<thead>
<tr>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>WLD 110 Cutting Processes</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>WLD 115 SMAW (Stick) Plate</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>or WLD 115A SMAW (Stick) Plate</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>and WLD 115B SMAW (Stick) Plate</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>WLD 121 GMAW (MIG) FCAW/Plate</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>WLD 131 GTAW (TIG) Plate</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>WLD 141 Symbols &amp; Specifications</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

### B. Other Major Courses: 14 Hours

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BPR 111 Print Reading</td>
<td>1</td>
<td>2</td>
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<tr>
<td>WLD 116 SMAW (stick) Plate/pipe</td>
<td>1</td>
<td>9</td>
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<tr>
<td>or WLD 116A SMAW (Stick) Plate/pipe</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>and WLD 116B SMAW (Stick) Plate/pipe</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>WLD 132 GTAW (TIG) Plate/pipe</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>WLD 143 Welding Metallurgy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>WLD 262 Inspection &amp; Testing</td>
<td>2</td>
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</table>

### III. Other Required Courses: 1 Hour

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Work</th>
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<tbody>
<tr>
<td>ACA 111 College Student Success</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>or ACA 122 College Transfer Success</td>
<td>0</td>
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</table>

**Total Credits:** 39

*This diploma has been identified as a pathway for high school students participating in the Career and College Promise initiative. Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/UEug30dm47j](http://ow.ly/UEug30dm47j)*
### Welding Technology

**Intermediate Welding Skills Certificate C50420K4 (CTE) C50420H4**

*(2018*03) Course and Hour Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>Class</th>
<th>Lab</th>
<th>Exp.</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. General Education Courses:</strong></td>
<td>0 Hours</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>II. Major Courses:</strong></td>
<td>16 Hours</td>
<td></td>
<td></td>
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<tr>
<td>Technical Core: 16 Hours</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>WLD 115A SMAW (Stick) Plate</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>and WLD 115B SMAW (Stick) Plate</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WLD 121 GMAW (MIG) FCA W/Plate</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WLD 131AB GTAW (TIG) Plate</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>and WLD 131BB GTAW (TIG) Plate</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WLD 141 Symbols &amp; Specifications</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
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</tbody>
</table>

*This certificate has been identified as a pathway for high school students participating in the Career and College Promise initiative. Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://ow.ly/Nckh30l8xg1](http://ow.ly/Nckh30l8xg1)*
COURSE NUMBERING

Courses at Lenoir Community College are selected from the Combined Course Library of the North Carolina Community College System.

1. All preparatory and developmental courses are indicated by a three-letter prefix and numbered less than 100. These courses are not transferable. Example: DMA 010.

2. All freshman degree level courses are indicated by a three-letter prefix and are numbered 100-199. Example: MAT 121.

3. All sophomore degree level courses are indicated by a three-letter prefix and are numbered 200-299. Example: MAT 263.

4. Selected courses are divided into segments (A, B, C, etc.) for scheduling convenience. Credit for a divided course will be given upon successful completion of all segments.

5. Prerequisites are listed as either “state” or “local” depending upon whether they are required by the North Carolina Community College System (state) or Lenoir Community College (local).

COURSE SUBSTITUTIONS

Below is a list of approved course substitutions. Any other course substitutions require the approval of the division dean and the Senior Vice President of Instruction and Student Services.

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Approved Substitution</th>
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<tbody>
<tr>
<td>ACA 111</td>
<td>ACA 122*</td>
</tr>
<tr>
<td>BIO 163</td>
<td>BIO 168, 169 (sequence)</td>
</tr>
<tr>
<td>BIO 168, 169</td>
<td>BIO 165, 166* (sequence)</td>
</tr>
<tr>
<td>BUS 152</td>
<td>SOC 210*</td>
</tr>
<tr>
<td>CIS 111</td>
<td>CIS 110*</td>
</tr>
<tr>
<td>ENG 112</td>
<td>ENG 114* (with the exception of ADN)</td>
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<tr>
<td>ENG 114</td>
<td>ENG 112</td>
</tr>
<tr>
<td>MAT 121, 122 (sequence)</td>
<td>MAT 161, 162** (sequence)</td>
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<tr>
<td>MAT 122</td>
<td>MAT 162**</td>
</tr>
<tr>
<td>MAT 175</td>
<td>MAT 161, 162** (sequence)</td>
</tr>
</tbody>
</table>

*Approved substitutions for AAS only

**Course(s) has been archived by NCCCS
DESCRIPTION OF COURSES

ACADEMIC RELATED

ACA 111 College Student Success
This course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 122 College Transfer Success
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 CAA as a pre-major and/or elective course requirement.

ACCOUNTING

ACC 120 Prin of Financial Accounting
This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

ACC 121 Prin of Managerial Accounting
Prerequisites: State, ACC 120
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

ACC 131 Federal Income Taxes
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 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 140 Payroll Accounting  
Prerequisite: State: Take One: ACC 115 or ACC 120  
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

ACC 150 Accounting Software Appl  
Prerequisite: State: Take One: ACC 115 or ACC 120  
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

ACC 220 Intermediate Accounting I  
Prerequisite: State, ACC 120  
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC 221 Intermediate Acct II  
Prerequisite: State, ACC 220  
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 225 Cost Accounting  
Prerequisite: State, ACC 121  
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 240 Gov & Not-For-Profit Acct  
Prerequisite: State, ACC 121  
This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.
AER 110 Air Navigation
This course covers the basic elements of air navigation, fundamentals of pilotage and dead reckoning, and the use of a plotter, computer, and aerial charts. Topics include pilotage, dead reckoning, radio navigation, LORAN, Global Positioning Systems, and the use of FAA publications. Upon completion, students should be able to interpret aeronautical charts and apply navigational principles.

AER 111 Aviation Meteorology
This course covers the atmosphere, interpretation and measurement of meteorological elements, and the effects of such on aircraft operations and performance. Topics include heat exchanges in the atmosphere; temperature, pressure, stability, clouds, air masses, fronts, and thunderstorms; and the use and interpretation of weather data. Upon completion, students should be able to analyze weather data for flight planning and safe flying.

AER 112 Aviation Laws and FARs
This course provides an in-depth study of the state, federal, and international regulations forming the structure of aviation law. Emphasis is placed on Federal Aviation Regulations Parts 61, 91, and 135 with additional emphasis on legal issues in aviation law. Upon completion, students should be able to apply legal principles and interpret federal air regulations.

AER 113 History of Aviation
This course provides a historical survey of the efforts of manned-flight. Topics include the development of aircraft, milestones in aviation, noted pioneers, and the socioeconomic impact of flight upon modern civilization. Upon completion, students should be able to demonstrate an understanding of the advancements that aviation has accrued for society and contemporary changes in aviation.

AER 114 Aviation Management
This course covers operation of a flight department on a cost-effective basis and analysis of profit and loss statements. Topics include flight operations costs, aircraft acquisition analysis and cost comparisons, costs versus revenue, and break even points. Upon completion, students should be able to calculate cost of flight operations and apply monthly and annual budget analysis.

AER 115 Flight Simulator
This course covers instrument instruction and training in a FAA-approved flight simulator. Emphasis is placed on approach and navigation procedures including holding and missed approaches. Upon completion, students should be able to plan and execute an IFR flight and smoothly transition to instrument training in the aircraft.

AER 150 Private Pilot Flt Theory
This course covers the aeronautical knowledge required to meet the Federal Aviation Administration regulations for private pilot certification. Topics include the principles of flight, the flight environment, basic aircraft systems and performance, basic meteorology and weather data interpretation, and FAA regulations. Upon completion, students should be able to demonstrate the competencies required for the FAA written examination for a private pilot certificate.
AER 151 Flight-Private Pilot

This course provides the hands-on training needed to qualify for a Federal Aviation Administration private pilot certificate. Topics include flight maneuvers (ground procedures, take-offs, climbs, level flight, turns, glides, stalls, slow flight, descents, slips, landings, emergency procedures) and cross-country planning and navigation. Upon completion, students should be able to demonstrate the competencies required for the flight test practical exam for the private pilot certificate.

AER 160 Instrument Flight Theory

This course covers the required aeronautical knowledge of the Federal Aviation Administration Regulation Instrument Ground School. Topics include a study of instruments, systems, instrument flight charts, instrument flight planning, approach procedures, and the IFR regulations. Upon completion, students should be able to demonstrate the competencies required to complete the FAA written examination for an instrument rating.

AER 161 Flight-Instrument Pilot

Prerequisite: State, AER 151

This course covers instruction and training in instrument flight planning including IFR navigation, VOR, ILS, ADF, and compliance with ATC procedures. Emphasis is placed on approach and navigation procedures, including holding and missed approaches, and development of skill in executing en route and approach procedures. Upon completion, students should be able to plan and execute an IFR flight and demonstrate competencies required for the FAA instrument pilot flight exam.

AER 170 Commercial Flight Theory

This course covers advanced aircraft control, cross-country operations, and other topics required for the FAA commercial pilot written exam. Emphasis is placed on the principles of aircraft performance and operation, take-off performance, cruise performance, descent and landing performance, and weight and balance computations. Upon completion, students should be able to demonstrate commercial pilot skills and competence in the materials required for the FAA written commercial pilot examination.

AER 171 Flight-Commercial Pilot

Prerequisite: State, AER 161

This course provides the hands-on training needed to qualify for a Federal Aviation Administration commercial pilot certificate. Topics include flight instruction in advanced precision maneuvers, maximum performance take-off and landings, emergency procedures, operation of complex aircraft, aircraft performance, and range and fuel planning. Upon completion, students should be able to demonstrate competence in the areas of the flight test practical exam for the commercial pilot certificate.

AER 211 Air Traffic Control

This course provides a detailed analysis of all aspects of air traffic control. Emphasis is placed on an in-depth analysis of air traffic control, including utilization of the air traffic environment based on the pilot’s and controller’s perspective. Upon completion, students should be able to operate an aircraft within the national airspace system under FAA air traffic control.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
<th>Credit</th>
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<tbody>
<tr>
<td>AER 213</td>
<td>Avionics</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>This course covers standard navigational and communications equipment and theory. Emphasis is placed on aviation radio spectrum, VHF omnirange, ILS, ADF, transponders, weather radar, flight directors, and autopilots. Upon completion, students should be able to utilize VOR, ADF, ILS, GPS, flight directors, HSI’s, and autopilots in the flight environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AER 215</td>
<td>Flight Safety</td>
<td>3</td>
<td>0</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>This course covers the basic procedures and practices of aircraft accident prevention, accident investigation, and reporting. Topics include a comprehensive review of federal regulations pertinent to aviation safety and analyses of actual aviation accident cases and their causes. Upon completion, students should be able to demonstrate an understanding and respect for specific personal factors such as attitude, motivation, and skill related to flight safety.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AER 216</td>
<td>Engines &amp; Systems</td>
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<td></td>
<td>This course introduces piston and turbine aircraft engines and associated systems. Topics include aircraft hydraulic, pneumatic, electrical, air conditioning, and pressurization systems along with the theory of engine operations, including power and thrust computations. Upon completion, students should be able to apply principles of engine and systems operation.</td>
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<tr>
<td>AER 217</td>
<td>Air Transportation</td>
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<td>This course covers the development and present status of the air transportation system. Topics include federal legislation, characteristics and classification of air carriers, development of the air traffic control system, and the organization and function of the FAA. Upon completion, students should be able to relate the knowledge acquired to career development.</td>
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<tr>
<td>AER 218</td>
<td>Human Factors in Aviation</td>
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<td>This course analyzes interpersonal relationships in the cockpit and related psychological factors that affect pilot performance and efficiency during flight operations. Topics include cockpit management, judgment, aircraft and flight crew coordination and control, physiological factors, responsibility, and decision-making capabilities. Upon completion, students should be able to apply work-proven routines to stress management, crew responsibility, and the team concept in the cockpit.</td>
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**AGRICULTURE**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
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<td>AGR 110</td>
<td>Agricultural Economics</td>
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<td></td>
<td>This course provides an introduction to basic economic principles in agriculture. Topics include supply and demand, the role of agriculture in the economy, economic systems, and micro- and macroeconomics. Upon completion, students should be able to explain economic systems, interpret supply and demand curves, and complete cost and revenue production schedules.</td>
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<tr>
<td>AGR 111</td>
<td>Basic Farm Maintenance</td>
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<td></td>
<td>This course covers fundamentals of maintenance and repair of farm facilities and equipment. Topics include safe use of hand tools and farm machinery, carpentry, concrete, painting, wiring, welding, plumbing, and calculating costs and materials needed. Upon completion, students should be able to answer theoretical questions on topics covered and assist with maintenance and repair of farm facilities and equipment.</td>
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</table>
AGR 112 Agri Records & Accounting  
This course covers principles involved in establishing, maintaining, and analyzing livestock and farm records. Topics include computerized livestock and farm records, net worth statements, and income and cash flow statements. Upon completion, students should be able to develop a production record keeping system, calculate performance efficiencies, and establish production goals.

AGR 121 Biological Pest Mgmt  
This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insects and diseases.

AGR 139 Intro to Sustainable Ag  
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 150 Ag-O-Metrics  
This course introduces basic calculations for agricultural applications. Topics include the metric system, land measurement, feed efficiency, rate of gain, chemical calibration, and payroll. Upon completion, students should be able to perform calculations that pertain to agricultural production.

AGR 160 Plant Science  
This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.

AGR 170 Soil Science  
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 180 Crop Insects & Diseases  
This course includes a study of the major insects and diseases in the southeast. Topics include the structure, life cycle, identification, and control of various insects and diseases. Upon completion, students should be able to identify and recommend methods of control for selected insects and diseases.

AGR 212 Farm Business Management  
This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget.
AGR 213 Ag Law & Finance
This course covers the basic laws and financial aspects affecting agriculture. Topics include environmental laws, labor laws, contractual business operations, assets, liabilities, net worth, and funding sources. Upon completion, students should be able to complete loan application procedures and explain basic laws affecting the agricultural industry.

AGR 214 Agricultural Marketing
This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product.

AGR 220 Ag Mechanization
This course is a study of farm machinery and agricultural equipment. Topics include selection and operation of tractors, materials handling equipment, tillage and harvesting equipment, and irrigation systems. Upon completion, students should be able to identify equipment parts and explain the basic principles of machinery operation and management.

AGR 262 Weed ID & Control
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.

AGR 265 Organic Crop Prod: Spring
This course includes a study of spring organic crop production practices, including vegetables, cut flowers, and culinary and medicinal herbs. Topics include variety selection, production methods, and record keeping procedures for certification. Upon completion, students will be able to demonstrate a knowledge of organic crop production appropriate for the spring season.

ANIMAL SCIENCE

ANS 110 Animal Science
This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.

ANS 111 Sustainable Livestock Mgt
This course covers the integration of livestock as part of a sustainable farming system, with emphasis on small-scale production for niche markets and pasture. The course will cover appropriate breed selection, nutrition and living requirements for livestock such as goats, hogs, sheep, poultry, and bees. Upon completion, students will recognize appropriate breeds for their farm needs and demonstrate knowledge of small scale livestock production.

ANS 115 Animal Feeds & Nutrition
This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements, digestion, feed formulation, and classification. Upon completion, students should be able to demonstrate knowledge of nutritional requirements and feeding practices of farm animals.
ANS 130 Poultry Production
This course provides an introduction to the poultry industry. Topics include anatomy and physiology, reproduction, incubation, environmental issues, and husbandry. Upon completion, students should be able to demonstrate a basic understanding of poultry production and the economic and environmental impact of the poultry industry locally, regionally, state-wide, and internationally.

ANS 140 Swine Production
This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, environmental issues, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic and environmental impact of the swine industry locally, regionally, state-wide, and internationally.

ART

ART 111 Art Appreciation
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ART 114 Art History Survey I
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ART 115 Art History Survey II
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ART 121 Two-Dimensional Design
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
ART 122 Three-Dimensional Design
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 131 Drawing I
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 132 Drawing II
Prerequisite: State, Take: ART 131
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 171 Computer Art I
This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals of computer literacy and design through bit-mapped image manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture, manipulate, and output images. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 214 Portfolio and Résumé
This course covers résumé writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to résumé writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective résumé. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 240 Painting I
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 for transfer under the CAA as a premajor and/or elective course requirement.
<table>
<thead>
<tr>
<th>ART 241 Painting II</th>
<th>Class</th>
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<th>Work Exp.</th>
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<tr>
<td>Prerequisite: State, Take: ART 240</td>
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<td>This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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</tbody>
</table>

| ART 260 Photography Appreciation | 3 | 0 | 0 | 0 | 3 |
| ART 260 Photography Appreciation | 3 | 0 | 0 | 0 | 3 |
| This course introduces the origins and historical development of photography. Emphasis is placed on the study of composition and history of photography as an art form. Upon completion, students should be able to recognize and produce, using color transparencies, properly exposed, well-composed photographs. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.* |

| ART 261 Photography I | 0 | 6 | 0 | 0 | 3 |
| ART 261 Photography I | 0 | 6 | 0 | 0 | 3 |
| This course introduces photographic equipment, theory, and processes. Emphasis is placed on camera operation, composition, darkroom technique, and creative expression. Upon completion, students should be able to successfully expose, develop, and print a well-conceived composition. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.* |

| ART 262 Photography II | 0 | 6 | 0 | 0 | 3 |
| ART 262 Photography II | 0 | 6 | 0 | 0 | 3 |
| Prerequisite: State, Take: ART 261 |
| This course introduces the creative manipulation of alternative photographic materials and processes such as toning, hand coloring, infrared, and multiple exposures. Emphasis is placed on personal vision and modes of seeing. Upon completion, students should be able to create properly exposed images using a variety of photographic materials and processes. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.* |

| ART 264 Digital Photography I | 0 | 6 | 0 | 0 | 3 |
| ART 264 Digital Photography I | 0 | 6 | 0 | 0 | 3 |
| This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.* |

| ART 265 Digital Photography II | 0 | 6 | 0 | 0 | 3 |
| ART 265 Digital Photography II | 0 | 6 | 0 | 0 | 3 |
| Prerequisite: State, Take: ART 264 |
| This course provides exploration of the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Upon completion, students should be able to produce well-executed images using a variety of photographic and photo manipulative approaches. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.* |
ART 266 Videography I
This course introduces various aspects of basic video production including concept development, scripting, camera operation, and post-production. Emphasis is placed on creative expression, camera handling, story boarding, and editing. Upon completion, students should be able to demonstrate a basic understanding of video camera operation and production techniques. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 267 Videography II
Prerequisite: State, ART 266
This course is designed to provide a framework for the production of a long-term video project. Emphasis is placed on realization of the unique creative vision. Upon completion, students should be able to produce a thematically coherent, edited video with sound and titling. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 283 Ceramics I
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 for transfer under the CAA as a premajor and/or elective course requirement.

ART 284 Ceramics II
Prerequisite: State, Take: ART 283
This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ART 288 Studio
Prerequisite: Local, ART 132, ART 241, ART 262, ART 267, or ART 271
This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ASTRONOMY

AST 111 Descriptive Astronomy
Prerequisite: Local, DRE 097
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 CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.
AST 111A Descriptive Astronomy Lab
Prerequisite: Local, DRE 097
Corequisite: State, Take: AST 111
The 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 CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

AST 151 General Astronomy I
Prerequisite: Local, DRE 097, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050
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 CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

AST 151A General Astronomy I Lab
Prerequisite: Local, DRE 097, DMA 010, DMA 020, DMA 030, DMA 040, DMA 050
Corequisite: State, Take: AST 151
The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

ALTERNATIVE TRANSPORTATION TECH

ATT 125 Hybrid-Electric Trans
Prerequisite: State, TRN 120
This course covers the theory and operation of hybrid-electric drive vehicles. Topics include maintenance, diagnostics, repair and safety procedures for electrically propelled and hybrid vehicles. Upon completion, students should be able to perform diagnostics, maintenance and repair hybrid-electric drive vehicles.

AUTOMATION AND ROBOTICS

ATR 211 Robot Programming
Prerequisite: State, CIS 110 or CIS 111
This course provides the operational characteristics of robots and programming in their respective languages. Topics include robot programming, teach pendants, PLC integration, operator interfaces, the interaction of external sensors, machine vision, network systems, and other related devices. Upon completion, students should be able to program and demonstrate the operation of various robots.
ATR 212 Industrial Robots
This course covers the operation of industrial robots. Topics include the classification of robots, activators, grippers, work envelopes, computer interfaces, overlapping work envelopes, installation, and programming. Upon completion, students should be able to install, program, and troubleshoot industrial robots.

AUTOMOTIVE BODY REPAIR

AUB 111 Painting & Refinishing I
This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB 112 Painting & Refinishing II
Prerequisite: State, AUB 111
This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinishing problems.

AUB 114 Special Finishes
Prerequisite: State, AUB 111
This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards.

AUB 121 Non-Structural Damage I
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUB 122 Non-Structural Damage II
This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.

AUB 131 Structural Damage I
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.
AUB 132 Structural Damage II  
2 6 0 0 4  
This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards.

AUB 136 Plastics & Adhesives  
1 4 0 0 3  
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

AUTOMOTIVE CUSTOMIZING TECHNOLOGY

AUC 111 Auto Customizing Research  
3 0 0 0 3  
This course covers planning, designs, and research used in automotive customizing. Emphasis is placed on auto customization planning, cost analysis, creative design techniques, and research of available add-on components used in auto customizing. Upon completion, students should be able to develop designs and prepare cost analyses incorporated into a plan of action for customizing vehicles.

AUC 112 Auto Custom Fabrication  
2 4 0 0 4  
This course covers modifications of existing vehicle components, as well as fabrication of new vehicle components. Emphasis is placed on basic customizing techniques used on factory original parts, as well as fabrication of custom components using machining processes and customizing techniques. Upon completion, students should be able to modify existing factory components and create custom-fabricated components using auto customizing techniques.

AUC 114 Custom Fiberglass Skills  
2 4 0 0 4  
This course will provide instruction in non-metallic customizing and repair techniques. Emphasis will be placed on diagnosis and repair of cracks, proper use of bonding agents, fiberglass body parts removal/replacement, and custom fabrication techniques using fiberglass materials. Upon completion, students should be able to identify types of fiberglass and demonstrate the ability to properly prepare, apply, and finish fiberglass components.

AUC 117 Custom Airbrushing  
2 6 0 0 4  
This course covers custom airbrushing techniques, finish application, and equipment selection. Emphasis is placed on the design and application of custom airbrushing techniques and proper equipment maintenance. Upon completion, students should be able to design and apply custom air brush graphics using a variety of techniques.
AUTOMOTIVE

AUT 113 Automotive Servicing I  
Class: 0  |  Lab: 6  |  Clinic: 0  |  Work Exp: 0  |  Credit: 2
This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

AUT 116 Engine Repair  
Class: 2  |  Lab: 3  |  Clinic: 0  |  Work Exp: 0  |  Credit: 3
This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 116A Engine Repair Lab  
Class: 0  |  Lab: 3  |  Clinic: 0  |  Work Exp: 0  |  Credit: 1
Corequisite: State, AUT 116
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 123 Powertrain Diagn & Serv  
Class: 1  |  Lab: 3  |  Clinic: 0  |  Work Exp: 0  |  Credit: 2
This course covers the diagnosis, repair and service of the vehicle powertrain and related systems. Topics include fundamental operating principles of engines and transmissions and use of proper service procedures for diagnosis, service and removal and replacement of major components. Upon completion, students should be able to perform basic service and diagnosis of the powertrain and related systems, and to perform in vehicle repairs and remove and replace components.

AUT 141 Suspension & Steering Sys  
Class: 2  |  Lab: 3  |  Clinic: 0  |  Work Exp: 0  |  Credit: 3
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT 141A Suspension & Steering Lab  
Class: 0  |  Lab: 3  |  Clinic: 0  |  Work Exp: 0  |  Credit: 1
Corequisite: State, Take: AUT 141
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
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This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

Corequisite: State, AUT 151

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

Corequisite: State, AUT 151

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems, and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.

Corequisite: State, Take: AUT 181

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems, and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.

This course covers the principles of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.
**BIOLOGY**

**BIO 094 Concepts of Human Biology**
3 2 0 0 4
Corequisite: State, Take One: DRE 098, ENG 002, ENG 111; Local, ENG 095, or RED 090
This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses.

**BIO 110 Principles of Biology**
3 3 0 0 4
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 CAA as a premajor and/or elective course requirement.*

**BIO 111 General Biology I**
3 3 0 0 4
Prerequisite: Local, DMA 010, DMA 020, DMA 030
Corequisite: Local, DRE 098
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 CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.*

**BIO 112 General Biology II**
3 3 0 0 4
Prerequisite: State, Take: BIO 111
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 CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.*

**BIO 120 Introductory Botany**
3 3 0 0 4
Prerequisite: State, Take: BIO 110 or BIO 111
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 CAA as a general education course in Natural Science.*
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
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<td>Corequisite: Local, BIO 140A, DRE 098</td>
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<td>This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. <em>This course has been approved for transfer under the CAA as a general education course in Natural Science.</em></td>
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<td>Environmental Biology Lab</td>
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<td>Corequisite: State, Take: BIO 140</td>
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<td>This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. <em>This course has been approved for transfer under the CAA as a general education course in Natural Science.</em></td>
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<tr>
<td>BIO 161</td>
<td>Intro to Human Biology</td>
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<td>Prerequisite: Local, DRE 097</td>
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<td>Corequisite: Local, DRE 098</td>
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<td>This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anat &amp; Physiology</td>
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<td>This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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<tr>
<td>BIO 168</td>
<td>Anatomy and Physiology I</td>
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<td>Prerequisite: Local, HS Chemistry with a “C” or better or BIO 094 or BIO 111 or BIO 163 or CHM 090 or CHM 094, or CHM 130 and CHM 130A, DRE 098</td>
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<td>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. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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### BIO 169 Anatomy and Physiology II

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</table>

Prerequisite: State, Take: BIO 168
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

### BIO 250 Genetics

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Prerequisite: State, Take: BIO 112
This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, and patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

### BIO 271 Pathophysiology

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Prerequisite: State, Take One: BIO 163, BIO 166, or BIO 169
This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

### BIO 275 Microbiology

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</table>

Prerequisite: State, Take One: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

### BLUEPRINT READING

### BPR 111 Print Reading

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<th>Class</th>
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This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.
BPR 135 Schematics & Diagrams
This course introduces schematics and diagrams used in a variety of occupations. Topics include interpretation of wiring diagrams, assembly drawings, exploded views, sectional drawings, and service manuals, specifications, and charts. Upon completion, students should be able to research and locate components and assemblies denoting factory specifications and requirements from service and repair manuals.

BUSINESS

BUS 110 Introduction to Business
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 for transfer under the CAA as a premajor and/or elective course requirement.*

BUS 115 Business Law I
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 for transfer under the CAA as a premajor and/or elective course requirement.*

BUS 116 Business Law II
Prerequisite: State, BUS 115
This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy 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.

BUS 121 Business Math
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.

BUS 125 Personal Finance
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS 135 Principles of Supervision
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.
BUS 137 Principles of Management  
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 for transfer under the CAA as a premajor and/or elective course requirement.**

BUS 151 People Skills  
This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and health, non-destructive, positive communication patterns.

BUS 152 Human Relations  
This course introduces the concepts of effective human interaction in the business work environment. Topics include effective communication techniques, motivation, ego states, stress, and conflict. Upon completion, students should be able to explain the importance of human relations, apply motivational techniques, and implement strategies for resolving work-related conflicts.

BUS 153 Human Resource Management  
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.

BUS 225 Business Finance  
Prerequisite: State, ACC 120  
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.

BUS 230 Small Business Management  
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.

BUS 260 Business Communication  
Prerequisite: State, ENG 111  
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.
### BUS 270 Professional Development

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<th>Class</th>
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This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

### BUS 280 REAL Small Business

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<th>Class</th>
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This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.

## COMPUTER ENGINEERING TECHNOLOGY

### CET 110 Intro to CET

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<th>Class</th>
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This course introduces the basic skills required for computer technicians. Topics include career choices, safety practices, technical problem solving, scientific calculator usage, soldering/desoldering, keyboarding skills, engineering computer applications, and other related topics. Upon completion, students should be able to safely solder/desolder and use a scientific calculator and computer applications to solve technical problems.

### CET 111 Computer Upgrade/Repair I

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This course covers repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include CPU/memory/bus identification, disk subsystems, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

### CET 150 Computer Forensics I

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This course is an introduction to computer forensic concepts, with emphasis on computer forensic methods and best practices. Topics include computer system analysis, physical and logical storage methods for different types of media, tools to recover and analyze data from storage media, system security. Upon completion, students should be able to use diagnostic and investigate techniques to identify and retrieve data from various types of computer media.

### CET 211 Computer Upgrade/Repair II

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<th>Work Exp.</th>
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Prerequisite: Local, CET 111

This course covers concepts of repair service, and upgrade of computers and peripherals in preparation for industry certification. Topics may include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

### CET 250 Computer Forensics II

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<th>Work Exp.</th>
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This course is a study in computer forensic practices with emphasis placed on methods used for prevention, detection, and apprehension of perpetrators of cyber-criminal activity. Topics include the roles of Chief Security Officers in the securing of system breaches, vulnerabilities, network and server security issues, OS and application security risks. Upon completion students should be able to identify and collect evidence to prove unauthorized and inappropriate access on computer systems and networks.
## CHEMISTRY

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<th>Course</th>
<th>Class</th>
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<tbody>
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<td><strong>CHM 130 Gen, Org, &amp; Biochemistry</strong></td>
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<td>Corequisite:</td>
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<tr>
<td>This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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<td><strong>CHM 130A Gen, Org, &amp; Biochem Lab</strong></td>
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<td>This course is a laboratory for CHM 130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 130. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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<tr>
<td><strong>CHM 131 Introduction to Chemistry</strong></td>
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<td>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. <em>This course has been approved for transfer under the CAA as a general education course in Natural Science.</em></td>
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<tr>
<td><strong>CHM 131A Intro to Chemistry Lab</strong></td>
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<td>Corequisite:</td>
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<tr>
<td>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. <em>This course has been approved for transfer under the CAA as a general education course in Natural Science.</em></td>
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<tr>
<td><strong>CHM 132 Organic and Biochemistry</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>State, Take One Set: Set 1: CHM 131 and CHM 131A, Set 2: CHM 151</td>
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<td>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. <em>This course has been approved for transfer under the CAA as a general education course in Natural Science.</em></td>
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</table>
CHM 151 General Chemistry I
Prerequisite: Local, DRE 098 and DMA 080
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 for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

CHM 152 General Chemistry II
Prerequisite: State, Take: CHM 151
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 complex ions. 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 for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

CHM 251 Organic Chemistry I
Prerequisite: State, Take: CHM 152
This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

CHM 252 Organic Chemistry II
Prerequisite: State, Take: CHM 251
This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

INFORMATION SYSTEMS

CIS 070 Fundamentals of Computing
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.
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<tr>
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<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
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<th>Credit</th>
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<td>CIS 110</td>
<td>Introduction to Computers</td>
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<td>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. <em>This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).</em></td>
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<td>CIS 111</td>
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<td>This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.</td>
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<tr>
<td>CIS 115</td>
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<td>Prerequisite: State, Take One Set: Set 1: DMA 010, DMA 020, DMA 030, and DMA 040; Set 2: DMA 025, and DMA 040; Set 3: MAT 121; Set 4: MAT 171; Set 5: MAT 003 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 use top-down algorithm design and implement algorithmic solutions in a programming language. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).</em></td>
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<td>CIS 160</td>
<td>MM Resources Integration</td>
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<td>This course introduces the peripherals and attendant software needed to create stand-alone or networked interactive multimedia applications. Emphasis is placed on using audio, video, graphic, and work resources; using peripheral-specific software; and understanding file formats. Upon completion, students should be able to utilize multimedia peripherals to create various sound and visual files to create a multimedia application.</td>
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**CRIMINAL JUSTICE**

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<th>Course Code</th>
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<td>CJC 100</td>
<td>Basic Law Enforcement Training</td>
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<td>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.</td>
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<td>CJC 111</td>
<td>Intro to Criminal Justice</td>
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<td>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. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</em></td>
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<td>Course Code</td>
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<td>CJC 112 Criminology</td>
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<td>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.</td>
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<td>CJC 113 Juvenile Justice</td>
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<td>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.</td>
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<td>CJC 121 Law Enforcement Operations</td>
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<td>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 pre-major and/or elective course requirement.</td>
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<tr>
<td>CJC 131 Criminal Law</td>
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<td>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.</td>
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<td>CJC 132 Court Procedure &amp; Evidence</td>
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<td>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.</td>
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<td>CJC 141 Corrections</td>
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<td>This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.</td>
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<td>CJC 160 Terrorism: Underlying Issue</td>
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<td>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 considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists’ activities and complete a threat assessment for terrorists’ incidents.</td>
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</tbody>
</table>
CJC 212 Ethics & Comm Relations 3 0 0 0 3
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 214 Victimology 3 0 0 0 3
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims’ roles, and current victim assistance programs.

CJC 221 Investigative Principles 3 2 0 0 4
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.

CJC 222 Criminalistics 3 0 0 0 3
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 231 Constitutional Law 3 0 0 0 3
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.

CJC 232 Civil Liability 3 0 0 0 3
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

COMMUNICATION

COM 110 Introduction to Communication 3 0 0 0 3
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 CAA as a general education course in English Composition.
Class  Lab  Clinic  Work Exp.  Credit

**COM 120 Intro Interpersonal Com** 3 0 0 0 3
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. *This course has been approved for transfer under the CAA as a general education course in Communication.*

**COM 231 Public Speaking** 3 0 0 0 3
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 CAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.*

**COSMETOLOGY**

**COS 111 Cosmetology Concepts I** 4 0 0 0 4
Corequisite: State, 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 111A Cosmetology Concepts IA** 2 0 0 0 2
Corequisite: State, COS 112A

**COS 111B Cosmetology Concepts IB** 2 0 0 0 2
Corequisite: State, COS 112B
COS 111A and COS 111B are the equivalent of COS 111

**COS 112 Salon I** 0 24 0 0 8
Corequisite: State, 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 112A Salon IA** 0 12 0 0 4
Corequisite: State, COS 111A

**COS 112B Salon IB** 0 12 0 0 4
Corequisite: State, COS 111B
COS 112A and COS 112B are the equivalent of COS 112
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<td>Prerequisite: State, Take All: COS 111 and COS 112</td>
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<td>Corequisite: Local, COS 114</td>
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<td>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.</td>
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<td>COS 113A</td>
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<td>Prerequisite: State, Take All: COS 111 and COS 112</td>
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<td>COS 113A and COS 113B are the equivalent of COS 113</td>
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<td>COS 114</td>
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<td>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.</td>
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<td>Corequisite: Local, COS 116</td>
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<td>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.</td>
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<td>Corequisite: Local, COS 116A</td>
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COS 115B Cosmetology Concepts IIIB
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, COS 116B
COS 115A and COS 115B are the equivalent of COS 115

COS 116 Salon III
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, 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 116A Salon IIIA
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, COS 115A

COS 116B Salon IIIB
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, COS 115B
COS 116A and COS 116B are the equivalent of COS 116

COS 117 Cosmetology Concepts IV
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, 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 117A Cosmetology Concepts IVA
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, COS 118A

COS 117B Cosmetology Concepts IVB
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, COS 118B
COS 117A and COS 117B are the equivalent of COS 117

COS 118 Salon IV
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, 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 118A Salon IV A
Prerequisite: State, Take All: COS 111 and COS 112
Corequisite: Local, COS 117A
COS 118B Salon IV B  
Prerequisite: State, Take All: COS 111 and COS 112  
Corequisite: Local, COS 117B  
COS 118A and COS 118B are the equivalent of COS 118

COS 250 Computerized Salon Ops  
This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.

**COMPUTER SCIENCE**

**CSC 134 C++ Programming**  
This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**CSC 139 Visual BASIC Programming**  
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**CSC 151 JAVA Programming**  
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, debug JAVA language programs. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**CSC 239 Advanced Visual BASIC Prog**  
Prerequisite: State, CSC-139  
This course is a continuation of CSC 139 using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*
### COMPUTER INFORMATION TECHNOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>CTS 115 Info Sys Business Concepts</strong></td>
<td>3</td>
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<tr>
<td>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. <strong>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</strong></td>
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<tr>
<td><strong>CTS 120 Hardware/Software Support</strong></td>
<td>3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>CTS 130 Spreadsheet</strong></td>
<td>3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>CTS 210 Computer Ethics</strong></td>
<td>3</td>
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<tr>
<td>This course introduces the student to current legal and ethical issues in the computer/engineering field. Topics include moral reasoning, ethical standards, intellectual property, social issues, encryption, software piracy, constitutional issues, and public policy in related matters. Upon completion, students should be able to demonstrate an understanding of the moral and social responsibilities and public policy issues facing an industry.</td>
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<tr>
<td><strong>CTS 240 Project Management</strong></td>
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<td>This course introduces computerized project management software. Topics include identifying critical paths, cost management, and problem solving. Upon completion, students should be able to plan a complete project and project time and costs accurately.</td>
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<tr>
<td><strong>CTS 285 Systems Analysis &amp; Design</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>CTS 289 System Support Project</strong></td>
<td>3</td>
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<tr>
<td>Prerequisite: State, Take All: CTI 110, CTI 120, and CTS 115 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.</td>
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</table>
**COMPUTER TECH INTEGRATION**

**CTI 110 Web, Pgm, & Db Foundation**
Class 2  Lab 2  Clinic 0  Work Exp. 0  Credit 3
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.

**CTI 120 Network & Sec Foundation**
Class 2  Lab 2  Clinic 0  Work Exp. 0  Credit 3
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 140 Virtualization Concepts**
Class 1  Lab 4  Clinic 0  Work Exp. 0  Credit 3
This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.

**CTI 141 Cloud & Storage Concepts**
Class 1  Lab 4  Clinic 0  Work Exp. 0  Credit 3
This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.

**CULINARY**

**CUL 110 Sanitation & Safety**
Class 2  Lab 0  Clinic 0  Work Exp. 0  Credit 2
Corequisite: Local, CUL 110A
This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.

**CUL 110A Sanitation & Safety Lab**
Class 0  Lab 2  Clinic 0  Work Exp. 0  Credit 1
Corequisite: State, CUL 110
This course provides a laboratory experience for enhancing student skill in the basic principles of sanitation and safety. Emphasis is placed on personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
<th>Corequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td>CUL 112</td>
<td>Nutrition for Foodservice</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>Local, CUL 112A</td>
<td>This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.</td>
</tr>
<tr>
<td>CUL 112A</td>
<td>Nutrition for Fdsv Lab</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>State, CUL 112</td>
<td>This course provides a laboratory experience for enhancing student skills in the principles of nutrition and its relationship to the foodservice industry. Emphasis is placed on personal nutrition fundamentals, weight management/exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.</td>
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<tr>
<td>CUL 120</td>
<td>Purchasing</td>
<td>2</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>Local, CUL 120A</td>
<td>This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.</td>
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<tr>
<td>CUL 120A</td>
<td>Purchasing Lab</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>State, CUL 120</td>
<td>This course provides a laboratory experience for enhancing student skills in purchasing for foodservice operations. Emphasis is placed on practical experiences in yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to demonstrate practical applications of purchasing within the hospitality industry.</td>
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<tr>
<td>CUL 130</td>
<td>Menu Design</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>Local, CUL 135A</td>
<td>This course introduces menu design and its relationship to foodservice operations. Topics include layout, marketing, concept development, dietary concerns, product utilization, target consumers and trends. Upon completion, students should be able to design, create and produce menus for a variety of foodservice settings.</td>
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<tr>
<td>CUL 135</td>
<td>Food &amp; Beverage Service</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>Local, CUL 135A</td>
<td>This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.</td>
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</table>
### CUL 135A Food & Beverage Serv Lab

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<th>Class</th>
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<th>Work Exp.</th>
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Corequisite: State, CUL 135

This course provides a laboratory experience for enhancing student skills in effective food and beverage service. Emphasis is placed on practical experiences including greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate practical applications of human relations and the skills required in the service of foods and beverages.

### CUL 140 Culinary Skills I

<table>
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<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
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</table>

Corequisite: State, CUL 110

This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry.

### CUL 150 Food Science

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<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
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</table>

Corequisite: Local, CUL 150A

This course covers the chemical and physical changes in foods that occur with cooking, handling, and processing. Emphasis is placed on practical application of heat transfer and its effect on color/flavor/texture, emulsification, protein coagulation, leavening agents, viscosity, and gel formation. Upon completion, students should be able to demonstrate an understanding of these principles as they apply to food preparation in an experimental setting.

### CUL 150A Food Science Lab

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<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
<th>Credit</th>
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<td>0</td>
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</table>

Corequisite: State, CUL 150

This course provides a laboratory experience for enhancing student skills with the chemical and physical changes that occur in food when cooking, handling and processing. Emphasis is placed on practical applications of heat transfer and its effect on color/flavor/texture, emulsification, protein coagulation, leavening agents, viscosity and gel formation. Upon completion, students should be able to demonstrate an understanding of these principles as they apply to food preparation in an experimental setting.

### CUL 160 Baking I

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<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
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</table>

Prerequisite: State, CUL 110

This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products.

### CUL 170 Garde Manger I

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<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
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<td>1</td>
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</table>

Prerequisite: State, CUL 110

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to lay out a basic cold food display and exhibit an understanding of the cold kitchen and its related terminology.
CUL 230 Global Cuisines
Prerequisite: State, Take All: CUL 110 and CUL 140
Corequisite: Local, CUL 230A
This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.

CUL 230A Global Cuisines Lab
Prerequisite: State, Take All: CUL 110 and CUL 140
Corequisite: State, CUL 230
This course provides a laboratory experience for enhancing student skills with cuisines from around the world. Emphasis is placed on production of global cuisines based on historical and geographical influences, ingredients, customs, and cooking techniques. Upon completion, students should be able to exhibit an understanding of the culinary practices and techniques of specific countries.

CUL 240 Culinary Skills II
Prerequisite: State, CUL 110 and CUL 140
This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat identification/fabrication, butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

CUL 260 Baking II
Prerequisite: State, CUL-110 and CUL 160
This course is designed to further students’ knowledge in ingredients, weights and measures, baking terminology and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, and dessert buffet production skills.

CUL 270 Garde Manger II
Prerequisite: State, CUL 110, CUL 140, and CUL 170
This course is designed to further students knowledge in basic cold food preparation techniques and pantry production. Topics include pâtés, terrines, galantines, decorative garnishing skills, carving, charcuterie, smoking, canapés, hors d’oeuvres, and related food items. Upon completion, students should be able to design, set up, and evaluate a catering/event display to include a cold buffet with appropriate showpieces.

CUL 275 Catering Cuisine
Prerequisite: State, Take All: CUL 110, CUL 140, and CUL 240
This course covers the sequential steps to successful catering that include sales, client needs, menu planning, purchasing, costing, event pricing, staffing and sanitation concerns. Emphasis is placed on new culinary competencies and skills specific to catering preparation, presentation, and customer service. Upon completion, students should be able to demonstrate proficiency in the successful design and execution of various types of catering events.
CUL 283 Farm-To-Table

Prerequisite: State, Take All: CUL 110 and CUL 140

This course introduces students to the cooperation between sustainable farmers and foodservice operations. Emphasis is placed on environmental relationships, including how foods are grown, processed, and distributed, as well as related implications on quality and sustainability. Upon completion, students should be able to demonstrate an understanding of environmental stewardship and its impact on cuisine.

DATABASE MANAGEMENT TECHNOLOGY

DBA 110 Database Concepts

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.

DRAFTING

DFT 119 Basic CAD

This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

DFT 120 Advanced CAD

Prerequisite: State, DFT 119

This course is designed for non-drafting majors to build upon basic computer-aided drafting skills by the use of application-specific assignments. Emphasis is placed on advanced 2D, 3D, isometric, and modeling applications via the CAD system. Upon completion, students should be able to generate, manage, and output engineering drawings via the computer, printer, and plotter.

DFT 151 CAD I

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DFT 152 CAD II

This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.

DFT 154 Intro Solid Modeling

This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<td>DFT 231</td>
<td>Jig &amp; Fixture Design</td>
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<td>be able to analyze, design, and complete</td>
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<td>Operations With Integers</td>
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<td>DMA 030</td>
<td>Propor/Ratio/Rate/Percent</td>
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<tr>
<td>DMA 040</td>
<td>Express/Lin Equat/Inequal</td>
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DEVELOPMENTAL MATHEMATICS

**dma 010 Operations With Integers**
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**
Prerequisite: State, Take: DMA 010
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**
Prerequisite: State, Take: DMA 010 and DMA 020
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**
Prerequisite: State, Take One Set: Set 1: DMA 010, DMA 020 and DMA 030, Set 2: MAT 060
This course provides a conceptual study of 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

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<th>Class</th>
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Prerequisite: State, Take One Set: Set 1: DMA 010, DMA 020, DMA 030 and DMA 040
Set 2: DMA 040 and MAT 060

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

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Prerequisite: State, 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

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 065 Algebra for Precalculus

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Prerequisite: State, Take One Set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050, Set 2: DMA 010, DMA 020, DMA 030, and DMA 045, Set 3: DMA 025, DMA 040, and DMA 050, Set 4: DMA 025 and DMA 045

This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications.

DMA 070 Rational Express/Equation

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Prerequisite: State, 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

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

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Prerequisite: State, 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

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.
### DEVELOPMENTAL MATH SHELL

**DMS 001 Developmental Math Shell 1**  
Class: 0.75  |  Lab: 0.50  |  Clinic: 0  |  Work Exp.: 0  |  Credit: 1  
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.

### DEVELOPMENTAL READING/ENGLISH

**DRE 096 Integrated Reading and Writing**  
Class: 2.5  |  Lab: 1  |  Clinic: 0  |  Work Exp.: 0  |  Credit: 3  
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 (TM) 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. Please note: (TM) stands for registered trademark.

**DRE 097 Integrated Reading Writing II**  
Prerequisite: State, Take: DRE 096  
Class: 2.5  |  Lab: 1  |  Clinic: 0  |  Work Exp.: 0  |  Credit: 3  
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 (TM) 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. Please note: (TM) represents registered trademark.

**DRE 098 Integrated Reading Writing III**  
Prerequisite: State, Take: DRE 097  
Class: 2.5  |  Lab: 1  |  Clinic: 0  |  Work Exp.: 0  |  Credit: 3  
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 the Lexile (TM) 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. Note: (TM) represents registered trademark.

### ELECTRONIC COMMERCE

**ECM 210 Intro. to E-Commerce**  
Class: 2  |  Lab: 2  |  Clinic: 0  |  Work Exp.: 0  |  Credit: 3  
This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.
### ECONOMICS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Class</th>
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<td>ECO 251</td>
<td>Prin of Microeconomics</td>
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<td>This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.</td>
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<tr>
<td>ECO 252</td>
<td>Prin of Macroeconomics</td>
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<td>This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.</td>
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### EDUCATION

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<td>EDU 119</td>
<td>Intro to Early Child Educ</td>
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<td>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.</td>
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<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
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<td>Corequisite</td>
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<td>This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. 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 reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.</td>
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<td>EDU 144</td>
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<td>This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.</td>
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<td>EDU 145</td>
<td>Child Development II</td>
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<td>Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111</td>
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<td>This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.</td>
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<td>EDU 146</td>
<td>Child Guidance</td>
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<td>Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111</td>
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<td>This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children’s social, emotional and cognitive development.</td>
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<td>EDU 151</td>
<td>Creative Activities</td>
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<td>This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.</td>
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</table>
EDU 153 Health, Safety and Nutrition  
Class 3  Lab 0  Clinic 0  Work Exp. 0  Credit 3  
Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111  
This course covers promotions and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

EDU 161 Intro to Exceptional Child  
Class 3  Lab 0  Clinic 0  Work Exp. 0  Credit 3  
Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111  
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 Management and Instruction  
Class 3  Lab 0  Clinic 0  Work Exp. 0  Credit 3  
Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111  
This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and high quality instructional strategies that enhance the teaching/learning process and promote students’ academic success.

EDU 175 Intro to Trade & Industri  
Class 3  Lab 0  Clinic 0  Work Exp. 0  Credit 3  
Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111  
This course introduces the philosophy, scope, and objectives of industrial education. Topics include the development of industrial education, employment opportunities, current events, current practices, and emerging trends. Upon completion, students should be able to describe the history, identify current practices, and describe current trends in industrial education.

EDU 176 Occ Analysis & Course Dev  
Class 3  Lab 0  Clinic 0  Work Exp. 0  Credit 3  
Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111  
This course covers the principles and techniques of analyzing occupations to select suitable competencies and teaching methods for learning activities. Topics include occupational analysis, instructional methods, competency identification, and curriculum writing. Upon completion, students should be able to identify competencies, organize instructional materials, and select appropriate instructional methods.

EDU 177 Instructional Methods  
Class 2  Lab 2  Clinic 0  Work Exp. 0  Credit 3  
Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111  
This course covers instructional methods in technical education with emphasis on competency-based instruction. Topics include writing objectives, industrial methods, and determining learning styles. Upon completion, students should be able to select and demonstrate the use of a variety of instructional methods.
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<th>Course Code</th>
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<td>EDU 179</td>
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<td>Corequisite: State, Take One: DRE 097, ENG 002, or ENG 111</td>
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<td>This course covers planning and organizing vocational youth clubs by understanding the structure and operating procedures to use club activities for personal and professional growth. Topics include self-assessment to set goals, club structure, election and installation of officers, club activities, function of committees, running meetings, contest preparation, and leadership skills. Upon completion students should be able to set personal goals, outline club structure, elect and install officers.</td>
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<td>EDU 216</td>
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<td>Corequisite: State, Take One: DRE 098, ENG 002, or ENG 111</td>
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<td>This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
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<td>EDU 221</td>
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<td>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.</td>
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<td>EDU 234</td>
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<td>Prerequisite: State, EDU 119</td>
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<td>This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing interactions, and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.</td>
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<td>School-Age Develop &amp; Programs</td>
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<td>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 and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan implement developmentally appropriate programs and activities.</td>
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EDU 250 Teacher Licensure Preparation 3 0 0 0 3
Corequisite: State, Take One Set: Set 1: ENG 111 and MAT 143, Set 2: ENG 111 and MAT 152, Set 3: ENG 111 and MAT 171
This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

EDU 251 Exploration Activities 3 0 0 0 3
Corequisite: State, Take One: DRE 098, ENG 002, or ENG 111
This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.

EDU 259 Curriculum Planning 3 0 0 0 3
Corequisite: State, Take One: DRE 098, ENG 002, or ENG 111
This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.

EDU 261 Early Childhood Admin I 3 0 0 0 3
Corequisite: State, Take One Set: Set 1: EDU 119 and DRE 098; Set 2: EDU 119 and ENG 002; Set 3: EDU 119 and ENG 111
This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

EDU 262 Early Childhood Admin II 3 0 0 0 3
Prerequisite: State, Take One Set: Set 1: DRE 098, EDU 119 and EDU 261; Set 2: ENG 002, EDU 119 and EDU 261; Set 3: ENG 111, EDU 119 and EDU 261
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.
EDU 271 Educational Technology

Corequisite: State, Take One: DRE 098, ENG 002, or ENG 111
This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

EDU 280 Language/Literacy Experiences

Corequisite: State, Take One: DRE 098, ENG 002, or ENG 111
This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children’s emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

EDU 281 Instruc Strat/Read & Writ

Corequisite: State, Take One: DRE 098, ENG 002, or ENG 111
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.

EDU 282 Early Childhood Literature

Corequisite: State, Take One: DRE 098, ENG 002, or ENG 111
This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children’s literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques for children who are culturally, linguistically, and ability diverse.

EDU 284 Early Child Capstone Prac

Prerequisite: State, 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
Corequisite: State, Take One: DRE-098, ENG 002, or ENG 111
This course is designed to allow students to demonstrate acquired 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/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.
ENGINEERING

EGR 150 Intro to Engineering  1 2 0 0 2
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals. 
*This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

EGR 220 Engineering Statics  3 0 0 0 3
Prerequisite: State, Take: PHY 251
Corequisite: State, Take: MAT 272
This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium. 
*This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

EGR 225 Engineering Dynamics  3 0 0 0 3
Prerequisite: State, Take: EGR 220
Corequisite: State, Take: MAT 273
This course introduces the concepts of engineering based on the analysis of motion in Cartesian, cylindrical, and spherical coordinate systems. Topics include the two and three dimensional motion of particles and rigid bodies, the forces associated with that motion, and relative motion between two coordinate systems. Upon completion, students should be able to solve problems which require the ability to analyze the motion and forces involved in a dynamic system. 
*This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

EGR 250 Statics/Strength of Mater  4 3 0 0 5
Prerequisite: State, Take One: MAT 121, or MAT 171
This course includes vector analysis, equilibrium of force systems, friction, sectional properties, stress/strain, and deformation. Topics include resultants and components of forces, moments and couples, free-body diagrams, shear and moment diagrams, trusses, frames, beams, columns, connections, and combined stresses. Upon completion, students should be able to analyze simple structures.

EGR 285 Design Project  0 4 0 0 2
This course provides the opportunity to design an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate projects.
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<th>Class</th>
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### ELECTRICITY

**ELC 128 Intro to PLC**
- **2 3 0 0 3**
- This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

**ELC 131 Circuit Analysis I**
- **3 3 0 0 4**
- Corequisite: Local, DMA 050
- This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

### ELECTRONICS

**ELN 131 Analog Electronics I**
- **3 3 0 0 4**
- Prerequisite: Local, ELC 131
- 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 0 4**
- 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.

**ELN 231 Industrial Controls**
- **2 3 0 0 3**
- This course introduces the fundamental concepts of control of rotating, machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

**ELN 232 Intro to Microprocessors**
- **3 3 0 0 4**
- 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.
EMERGENCY MEDICAL SCIENCE

EMS 110 EMT  6  6  0  0  8
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 110A EMT  3  3  0  0  4
EMS 110B EMT  3  3  0  0  4
EMS 110A and EMS 110B are the equivalent of EMS 110

EMS 122 EMS Clinical Practicum I  0  0  3  0  1
Prerequisite: State, EMS 110
Corequisite: State, 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 125 EMS Instructor Methodology  1  2  0  0  2
This course covers the information needed to develop and instruct EMS courses. Topics include instructional methods, lesson plan development, time management skills, and theories of adult learning. Upon completion, students should be able to teach EMS courses and meet the North Carolina EMS requirements for instructor methodology.

EMS 130 Pharmacology  3  3  0  0  4
Prerequisite: State, EMS 110
Corequisite: State, 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 Advanced Airway Management  1  2  0  0  2
Prerequisite: State, EMS 110
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 140 Rescue Scene Management  1  3  0  0  2
This course introduces rescue scene management. Topics include response to hazardous material conditions, incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.
EMS 160 Cardiology I
Prerequisite: State, EMS 110
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.

EMS 220 Cardiology II
Prerequisite: State, EMS 122, EMS 130, and EMS 160
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.

EMS 221 EMS Clinical Practicum II
Prerequisite: State, EMS 122 and EMS 130
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.

EMS 231 EMS Clinical Pract III
Prerequisite: State, EMS 130 and EMS 221
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.

EMS 235 EMS Management
Prerequisite: State, EMS 130 and EMS 160
This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

EMS 240 Patients W/ Special Challenges
Prerequisite: State, EMS 122 and EMS 130
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.

EMS 241 EMS Clinical Practicum IV
Prerequisite: State, EMS 130 and EMS 231
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.
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<tr>
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<td>EMS 250</td>
<td>Medical Emergencies</td>
<td>State, EMS 122 and EMS 130</td>
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<td>EMS 260</td>
<td>Trauma Emergencies</td>
<td>State, EMS 122 and EMS 130</td>
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<td>EMS 270</td>
<td>Life Span Emergencies</td>
<td>State, EMS 122 and EMS 130</td>
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<td>EMS 280</td>
<td>EMS Bridging Course</td>
<td>EMS 122, EMS 250, and EMS 260</td>
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<td>EMS 285</td>
<td>EMS Capstone</td>
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<td>ENG 002</td>
<td>Transition English</td>
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**EMS 250 Medical Emergencies**
Prerequisite: State, EMS 122 and EMS 130
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.

**EMS 260 Trauma Emergencies**
Prerequisite: State, EMS 122 and EMS 130
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.

**EMS 270 Life Span Emergencies**
Prerequisite: State, EMS 122 and EMS 130
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 emergencies.

**EMS 280 EMS Bridging Course**
This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an 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.

**EMS 285 EMS Capstone**
Prerequisite: State, EMS 220, EMS 250, and EMS 260
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.

**ENGLISH**

**ENG 002 Transition English**
This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
ENG 011 Writing and Inquiry Support

This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.

ENG 110 Freshman Composition

Prerequisite: State, Take One: DRE 097, ENG 002, or ENG 111

This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.

ENG 111 Writing and Inquiry

Prerequisite: State, Take: DRE 098

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 112 Writing/Research in the Disc

Prerequisite: State, Take: ENG 111

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 CAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 114 Prof Research & Reporting

Prerequisite: State, Take: ENG 111

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 for transfer under the CAA as a general education course in English Composition.
ENG 231 American Literature I  
Prerequisite: State, Take One: ENG 112 or ENG 114  
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. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 232 American Literature II  
Prerequisite: State, Take One: ENG 112 or ENG 114  
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. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 241 British Literature I  
Prerequisite: State, Take: ENG 112 or ENG 114  
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 242 British Literature II  
Prerequisite: State, Take One: ENG 112 or ENG 114  
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 for transfer under the CAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

EMERGENCY PREPAREDNESS

EPT 120 Sociology of Disaster  
This course is designed to overview sociological disaster research, disaster systems, and alternative research approaches. Topics include human and organizational behaviors, long disaster impact on communities, disaster warning, and evacuation considerations. Upon completion, students should be able to assess and predict the impact of disaster-related human behavior.
EPT 124 EM Services Law & Ethics
This course covers federal and state laws that affect emergency service personnel in the event of a natural disaster or terrorist incident. Topics include initial response and long-term management strategies, with an emphasis on legal and ethical considerations and coordination between local, state, and federal agencies. Upon completion, students should have an understanding of the role of private industry, government agencies, public policies, and federal/state declarations of disasters in emergency situations.

EPT 130 Mitigation & Preparedness
This course introduces the mitigation and preparation techniques and methods necessary to minimize the impact of natural, technological, and man-made disasters. Topics include hazard identification and mapping, design and construction applications, financial incentives, insurance, structural controls, preparation, planning, assessment, implementation, and exercises. Upon completion students should be able to develop a mitigation and preparedness plan.

EPT 140 Emergency Management
This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

EPT 150 Incident Management
This course introduces the National Incident Management Systems (NIMS). Topics include integrating command and control systems, maintaining communication within command and control systems, and using NIMS procedures. Upon completion, students should be able to demonstrate knowledge of key concepts necessary for operating within the National Incident Management System.

EPT 210 Response & Recovery
This course introduces the basic concepts, operational procedures, and authorities involved in response and recovery efforts to major disasters. Topics include federal, state, and local roles and responsibilities in major disaster response, and recovery work, with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster response plan and assess the needs of those involved in a major disaster.

EPT 220 Terrorism and Emer. Mgt.
This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident.

EPT 275 Emergency Ops Center Mgt
This course provides students with the knowledge and skills to effectively manage and operate an emergency operations center (EOC) during crisis situations. Topics include properly locating and designing an EOC, staffing, training and briefing EOC personnel, and how to operate an EOC. Upon completion, students should be able to demonstrate how to set up and operate an effective emergency operations center.
FIRE PROTECTION

FIP 164 OSHA Standards 3 0 0 0 3
This course covers public and private sector OSHA work site requirements referenced in NFPA standard 1250. Emphasis is placed on accident prevention and reporting, personal safety, machine operations, and hazardous material handling. Upon completion, students should be able to analyze and interpret specific OSHA regulations and write workplace policies designed to achieve compliance.

FIP 228 Local Govt Finance 3 0 0 0 3
This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operations of a department.

FIP 256 Munic Public Relations 3 0 0 0 3
This course is a general survey of municipal public relations and their effect on the governmental process referenced in NFPA standard 1035. Topics include principles of public relations, press releases, press conferences, public information officers, image surveys, and the effects of perceived service on fire protection delivery. Upon completion, students should be able to manage public relations functions of organizations which meet elements of NFPA 1021 for Fire Office I and II.

GEOGRAPHY

GEO 111 World Regional Geography 3 0 0 0 3
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences.

GRAPHIC ARTS

GRA 110 Graphic Arts Orientation 2 0 0 0 2
This course covers the history, development, and commercial applications of the major printing processes. Topics include offset lithography, screen printing, intaglio, relief printing, and emerging technologies. Upon completion, students should be able to demonstrate an understanding of the major characteristics, advantages, and disadvantages of each process.

GRA 121 Graphic Arts I 2 4 0 0 4
This course introduces terminology, tools and materials, procedures, and equipment used in graphic arts production. Topics include copy preparation and pre-press production relative to printing. Upon completion, students should be able to demonstrate an understanding of graphic arts production.

GRA 151 Computer Graphics I 1 3 0 0 2
This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.
GRA 152 Computer Graphics II  
Prerequisite: State, GRA 151  
This course covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions.

GRA 153 Computer Graphics III  
Prerequisite: State, GRA 152  
This course is a continuation of GRA 152. Emphasis is placed on advanced computer graphics hardware and software applications. Upon completion, students should be able to demonstrate competence in selection and utilization of appropriate software for specialized applications.

GRA 154 Computer Graphics IV  
Prerequisite: State, GRA 153  
This course is a continuation of GRA 153. Emphasis is placed on advanced techniques using a variety of hardware and software applications to produce complex projects. Upon completion, students should be able to use electronic document production tools.

GRA 221 Graphic Arts II  
Prerequisite: State, GRA 121, GRA 151  
This course is a continuation of GRA 121. Topics include multi-color image preparation, pre-press production, control of close/hairline register in image assembly and press operation, and post-press procedures. Upon completion, students should be able to demonstrate competence in all phases of graphic arts production.

GRA 222 Graphic Arts III  
Prerequisite: State, GRA 221, GRA 152  
This course is a continuation of GRA 221. Topics include advanced electronic pre-press, press operation, and post-press procedures. Upon completion, students should be able to demonstrate competence in all phases of advanced graphic arts production.

GRA 250 E-Document Publishing  
Prerequisite: State, GRA 151  
This course provides instruction in electronic publishing of cross-media, cross-platform digital documents and the workflow requirements associated with output options. Topics include the creation, editing, conversion, color separation, output requirements and options, interactivity, and delivery methods. Upon completion, students should be able to create, output, and distribute cross-media, cross-platform digital documents within specifications.

GRA 255 Image Manipulation I  
Prerequisite: State, GRA 151 or GRD 151  
This course covers applications associated with electronic image manipulation, including color correction, color separation, special effects, and image conversion. Topics include image-capturing hardware, image-processing software, and output options. Upon completion, students should be able to utilize hardware and software to acquire, manipulate, and output images to satisfy design and production.
GRA 256 Image Manipulation II  
Class: 1  Lab: 3  Clinic: 0  Work Exp: 0  Credit: 2  
Prerequisite: State, GRA 255  
This course covers electronic color separation and its relationship to multi-color printing. Topics include color theory, separation, color matching, proofing, and output of process and spot color images. Upon completion, students should be able to use hardware and image processing software to produce color separations and proofs for various printing processes.

**GRAPHIC DESIGN**

GRD 110 Typography I  
Class: 2  Lab: 2  Clinic: 0  Work Exp: 0  Credit: 3  
This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.

GRD 141 Graphic Design I  
Class: 2  Lab: 4  Clinic: 0  Work Exp: 0  Credit: 4  
This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

GRD 142 Graphic Design II  
Class: 2  Lab: 4  Clinic: 0  Work Exp: 0  Credit: 4  
Prerequisite: State, GRD 141 or ART 121  
This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects.

GRD 167 Photographic Imaging I  
Class: 1  Lab: 4  Clinic: 0  Work Exp: 0  Credit: 3  
This course introduces basic camera operations and photographic production. Topics include subject composition, depth of field, shutter control, light control, color, photo-finishing, and digital imaging, correction and output. Upon completion, students should be able to produce traditional and/or digital photographic prints with acceptable technical and compositional quality.

GRD 168 Photographic Imaging II  
Class: 1  Lab: 4  Clinic: 0  Work Exp: 0  Credit: 3  
This course introduces advanced camera operations and photographic production. Topics include lighting, specialized equipment, digital image correction and output, and other methods and materials. Upon completion, students should be able to demonstrate proficiency in producing high quality photographic prints.

GRD 265 Digital Print Production  
Class: 1  Lab: 4  Clinic: 0  Work Exp: 0  Credit: 3  
Prerequisite: State, GRD 151 or GRA 151  
This course covers preparation of digital files for output and reproduction. Emphasis is placed on output options, separations, color proofing, and cost and design considerations. Upon completion, students should be able to prepare files and select appropriate output methods for design solutions.

GRD 271 Multimedia Design I  
Class: 1  Lab: 3  Clinic: 0  Work Exp: 0  Credit: 2  
Prerequisite: State, GRA 151  
This course introduces the fundamentals of multimedia design and production for computer-related presentations. Topics include interface design, typography, storyboarding, scripting, simple animation, graphics, digital audio/video, and copyright issues. Upon completion, students should be able to design and produce multimedia presentations.
GRD 280 Portfolio Design
Prerequisite: State, GRD 142 and GRA 152
This course covers the organization and presentation of a design/advertising or graphic art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a résumé and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials.

GUNSMITHING

GSM 111 Gunsmithing I
This course introduces hand tools, blueprints, and basic machine tools used in gunsmithing. Emphasis is placed on safety and the completion of projects from blueprints using hand and machine tools. Upon completion, students should be able to read and work from blueprints using hand tools and make basic machine tool setups.

GSM 120 Gunsmithing Tools
This course covers the manufacture of tools used in the gunsmithing trade. Emphasis is placed on the production of tools used for gunsmithing from working drawings. Upon completion, students should be able to use blueprints to produce tools and fixtures for use in gunsmithing.

GSM 125 Barrel Fitting/Alteration
This course covers custom barrel fitting, chambering, and action alterations. Emphasis is placed on safety and completion of custom-barreled actions using hand and machine tools and welding equipment. Upon completion, students should be able to perform alterations to various firearms, including custom-barreled actions, recoil pads, and choke tubes.

GSM 127 General Repair
This course introduces the design and function of firearms, sight mounting, and basic reloading of ammunition. Emphasis is placed on safety and the completion of repair projects using hand and machine tools and the furnace. Upon completion, students should be able to diagnose and correct basic malfunctions, produce and fix simple parts, choose and install sights, and perform basic reloading skills.

GSM 225 Gunmetal Refinishing
This course introduces gun metal finishes. Topics include metal polishing and the finishing of steel, aluminum, and castings using hand tools and buffing equipment. Upon completion, students should be able to caustic blue, rust blue, anodize, parkerize, and color-case harden gunmetal.

GSM 227 Adv Repair Technology
This course covers advanced repair techniques and trigger designs on rifles and shotguns. Emphasis is placed on repairing various firearms and adjusting trigger pulls to safe industry standards using fixtures and hand and machine tools. Upon completion, students should be able to safely adjust and repair various firearms.

GSM 230 Handgun Technology
This course covers the design, function, and customizing of handguns. Emphasis is placed on repairs and custom alterations. Upon completion, students should be able to perform repairs on revolvers and semi-automatic pistols and customize handguns.
GSM 240 Modern Sporting Firearms  2  12  0  0  6
This course covers current custom gunsmithing applications are related to modern sporting firearms. Emphasis is placed on gunsmithing procedures that are commonly performed on modern sporting firearms. Upon completion, students should be able to perform a range of customization and alteration tasks that relate to modern firearms used in sporting and competition events.

HEALTH

HEA 110 Personal Health/Wellness  3  0  0  0  3
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

HEA 112 First Aid & CPR  1  2  0  0  2
This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

HEA 120 Community Health  3  0  0  0  3
This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion, students should be able to recognize and devise strategies to prevent today’s community health problems. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

HEALTHCARE BUSINESS INFORMATICS

HBI 110 Issues and Trends in HBI  3  0  0  0  3
This course is a survey of current and emerging technology applications and data standards in the healthcare industry. Topics include the history, implementation, use, management, and impact of information technology in healthcare settings. Upon completion, students should have an understanding of the current trends and issues in healthcare informatics.

HBI 113 Survey of Med Insurance  3  0  0  0  3
This course is a survey of the healthcare insurance system. Emphasis is placed on the foundation necessary for understanding the healthcare delivery system, terminology and practices of healthcare insurance, and provider reimbursement. Upon completion, students should have an understanding of healthcare insurance and how outcomes are addressed through healthcare informatics.
HBI 250 Data Mgmt and Utilization  
Class: 2   Lab: 2   Clinic: 0   Work Exp.: 0   Credit: 3  
Prerequisite: State, DBA 110, DBA 120, or DBA 110  
This course covers the management and usage of data in healthcare settings according to current practices in healthcare informatics. Topics include data warehousing, data integrity, data security, data mining, and report generating in healthcare settings. Upon completion, students should be able to demonstrate an understanding of using healthcare data to support reporting and decision making in healthcare settings.

HISTORY

HIS 111 World Civilizations I  
3   0   0   0   3  
Prerequisite: Local, DRE 097  
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.*

HIS 112 World Civilizations II  
3   0   0   0   3  
Prerequisite: Local, DRE 097  
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.*

HIS 121 Western Civilization I  
3   0   0   0   3  
Prerequisite: Local, DRE 097  
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences.*

HIS 122 Western Civilization II  
3   0   0   0   3  
Prerequisite: Local, DRE 097  
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences.*
HIS 131 American History I
Prerequisite: Local, DRE 097
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 132 American History II
Prerequisite: Local, DRE 097
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 231 Recent American History
Prerequisite: Local, DRE 097
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 for transfer under the CAA as a premajor and/or elective course requirement.

HORTICULTURE

HOR 112 Landscape Design I
This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good design, plant material selection, and proper plant utilization (encouraged use of native plants and discouraged use of invasive species). Upon completion, students should be able to read plans and draft a landscape design according to sustainable practices.

HOR 114 Landscape Construction
This course introduces the design and fabrication of landscape structures/features. Emphasis is placed on safety, tool identification and use, material selection, construction techniques, and fabrication. Upon completion, students should be able to design and construct common landscape structures/features.

HOR 116 Landscape Management I
This course covers information and skills necessary to analyze a property and develop a management schedule. Emphasis is placed on property measurement, plant condition, analysis of client needs, and plant culture needs. Upon completion, students should be able to analyze a property, develop management schedules, and implement practices based on client needs.
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<th>Course Code</th>
<th>Class</th>
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<tbody>
<tr>
<td>HOR 124 Nursery Operations</td>
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<td>This course covers nursery site and crop selection, cultural practices, and production and marketing methods. Topics include site considerations, water availability, equipment, irrigation, fertilization, containers, media, and pest control. Upon completion, students should be able to design and implement a nursery operation and grow and harvest nursery crops.</td>
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<tr>
<td>HOR 134 Greenhouse Operations</td>
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<td>This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops.</td>
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<tr>
<td>HOR 142 Fruit &amp; Vegetable Prod</td>
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<td>This course introduces the principles and techniques of growing fruits and field-grown vegetables. Topics include site selection, proper varietal selection, nutritional values, cultural techniques, harvesting and marketing, and insect and disease control. Upon completion, students should be able to demonstrate and understanding of the principles related to the production of selected fruits and vegetables.</td>
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<tr>
<td>HOR 160 Plant Materials I</td>
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<td>This course covers identification, culture, characteristics, and use of plants in a sustainable landscape. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials, including natives and invasive plants.</td>
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<tr>
<td>HOR 162 Applied Plant Science</td>
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<td>This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.</td>
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<td>HOR 164 Hort Pest Management</td>
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<td>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.</td>
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<td>HOR 166 Soils &amp; Fertilizers</td>
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<td>This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation; classification; physical, chemical, and biological properties (including microorganisms); testing; and fertilizer application. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.</td>
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<td>HOR 168 Plant Propagation</td>
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<td>This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.</td>
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<tr>
<td>HOR 213 Landscape Design II</td>
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<td>Prerequisite: State, HOR 112</td>
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<td>This course covers residential and commercial landscape design, cost analysis, and installation. Emphasis is placed on job cost estimates, installation of the landscape design, and maintenance techniques. Upon completion, students should be able to read landscape design blueprints, develop cost estimates, and implement the design.</td>
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| HOR 215 Landscape Irrigation | 2     | 2   | 0      | 0         | 3      |
| Prerequisite: State, HOR 112 |
| This course introduces basic irrigation design, layout, and installation. Topics include site analysis, components of irrigation systems, safety, types of irrigation systems, and installation techniques. Upon completion, students should be able to design and install basic landscape irrigation systems. |

| HOR 217 Landscape Management II | 1     | 3   | 0      | 0         | 2      |
| Prerequisite: State, HOR 110 or HOR 116 |
| This course provides additional opportunities to design plans, write contracts, and present proposals. Emphasis is placed on the development, pricing, and presentation of proposals and additional exploration of cultural applications. Upon completion, students should be able to analyze a property, develop a management plan, and price and present that plan. |

| HOR 245 Hor Specialty Crops | 2     | 2   | 0      | 0         | 3      |
| Prerequisite: State, HOR 162 or HOR 166 |
| This course introduces the techniques and requirements for the production of horticultural crops of special or local interest. Topics include development of a local market, proper varietal selection, cultural practices, site selection, and harvesting and marketing practices. Upon completion, students should be able to choose, grow, and market a horticultural crop of special or local interest. |

| HOR 253 Horticulture Turfgrass | 2     | 2   | 0      | 0         | 3      |
| Prerequisite: State, HOR 162 or HOR 166 |
| This course covers information and skill development necessary to establish and manage landscape turfgrasses. Topics include grass identification, establishment, cultural requirements, application of control products, fertilization, and overseeding techniques. Upon completion, students should be able to analyze a landscape site and determine those cultural and physical activities needed to establish or manage a quality turf. |

| HOR 265 Advanced Plant Materials | 1     | 2   | 0      | 0         | 2      |
| This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, cultural requirements, and landscape uses. Upon completion, students should be able to correctly select plants for specific landscape uses. |

| HOR 271 Garden Center Mgmt | 2     | 0   | 0      | 0         | 2      |
| This course covers the retail marketing of gardening products and services through mass market and independent garden centers. Topics include garden center layout, customer relations, market choice, product lines, vendors, and the relationship with the broader horticultural community. Upon completion, students should be able to demonstrate an understanding of the principles and practices of the retail garden center. |

| HOR 273 Hor Mgmt & Marketing | 3     | 0   | 0      | 0         | 3      |
| This course covers the steps involved in starting or managing a horticultural business. Topics include financing, regulations, market analysis, employer/employee relations, formulation of business plans, and operational procedures in a horticultural business. Upon completion, students should be able to assume ownership or management of a horticultural business. |
HOTEL AND RESTAURANT MANAGEMENT

HRM 160 Info Systems for Hosp  
This course covers current technology and technological issues for the future as they apply to the hospitality industry. Emphasis is placed on the effect of technology on e-commerce, human resources, menu management, and hospitality management systems. Upon completion, students will be able to demonstrate competence in utilizing contemporary information application systems in a hospitality setting.

HRM 215 Restaurant Management  
Prerequisite: State, CUL 135  
This course provides an overview of the responsibilities and activities encountered in managing a food and beverage operation. Topics include planning, organization, accounting, marketing, trends, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate an understanding of the operation of a restaurant.

HRM 215A Restaurant Management Lab  
Prerequisite: State, CUL 135 or HRM 124  
Corequisite: State, HRM 215  
This course provides a laboratory experience for enhancing student skills in the responsibilities and activities encountered in managing a food and beverage operation. Emphasis is placed on practical applications of planning, organization, accounting, marketing, trends, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate a basic proficiency in restaurant management operations which may include overseeing and execution of production and service.

HRM 245 Human Resource Mgmt-Hosp  
This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry.

HUMAN SERVICES

HSE 110 Intro to Human Services  
This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

HSE 112 Group Process I  
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.
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<tbody>
<tr>
<td>HSE 123 Interviewing Techniques</td>
<td>2</td>
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<tr>
<td>This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.</td>
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<td>HSE 125 Counseling</td>
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<td>This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.</td>
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<td>HSE 210 Human Services Issues</td>
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<td>This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.</td>
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<td>HSE 225 Crisis Intervention</td>
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<td>This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.</td>
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<td>HSE 255 Health Prob &amp; Prevent</td>
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<td>This course surveys a range of health problems and issues, including the development of prevention strategies. Topics include teen pregnancy, HIV/AIDS, tuberculosis, communicable diseases, professional burnout, substance abuse, and sexually transmitted diseases. Upon completion, students should be able to identify health issues and demonstrate prevention strategies.</td>
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**HUMANITIES**

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<tbody>
<tr>
<td>HUM 110 Technology and Society</td>
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<td>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. <em>This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.</em></td>
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<td>HUM 115 Critical Thinking</td>
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<td>Prerequisite: State, Take One: DRE 098, ENG 002, or ENG 111</td>
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<td>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. <em>This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.</em></td>
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HUM 120 Cultural Studies

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 for transfer under the CAA as a general education course in Humanities/Fine Arts.

HUM 220 Human Values and Meaning

Prerequisite: State, Take: ENG 111

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. This course has been approved for transfer under the CAA as general education course in Humanities/Fine Arts.

HYDRAULICS

HYD 110 Hydraulics/Pneumatics I

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.

INTERNATIONAL BUSINESS

INT 110 International Business

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.

INDUSTRIAL SCIENCE

ISC 121 Envir Health & Safety

This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.

ISC 132 Mfg Quality Control

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 135 Principles of Industrial Mgmt
This course covers the managerial principles and practices required for organizations to succeed in modern industry, including quality and productivity improvement. Topics include the functions and roles of all levels of the management, organization design, planning and control of manufacturing operation, managing conflict, group dynamics, and problem solving skills. Upon completion, students should be able to demonstrate an understanding of management principles and integrate these principles into job situations.

ISC 170 Problem-Solving Skills
This course covers basic concepts of interpersonal and problem-solving skills. Topics include leadership development, constructive feedback, building relationships, and winning support from others. Upon completion, students should be able to use interpersonal skills effectively and lead others.

ISC 222 Project Planning/Control
This course covers how to plan, schedule and control projects typical in manufacturing and service industries. Topics include fundamental project management concepts and hands-on computer application experience with process flow charting and PERT/CPM project managers. Upon completion, students should be able to plan, schedule and control projects using state-of-the-art computer application programs.

GLOBAL LOGISTICS TECHNOLOGY

LOG 110 Introduction to Logistics
This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry.

LOG 125 Transportation Logistics
This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry.

LOG 211 Distribution Management
Prerequisite: State, LOG 110
This course covers the functions, techniques, and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking, and cost. Upon completion, students should be able to describe the role of warehouses and distribution centers, apply industry principles and terminology, and understand distribution productivity measures.
LOG 215 Supply Chain Management  Class  3  Lab  0  Clinic  0  Work Exp.  0  Credit  3
Prerequisite: State, LOG 110
This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units and describe the materials management processes.

LOG 225 Logistics Systems  Class  3  Lab  2  Clinic  0  Work Exp.  0  Credit  4
Prerequisite: State, LOG 215
This course covers the design, implementation, and application of logistics software systems utilized by businesses to improve accountability, and capabilities of their logistics processes. Emphasis is placed on an in-depth understanding of logistical software applications, optimization models, automated data collection, electronic data interchange, and other logistics software tools. Upon completion, students should be able to identify the various logistics software applications and explain how they are utilized to improve business and logistics processes.

LOG 235 Import/Export Management  Class  3  Lab  0  Clinic  0  Work Exp.  0  Credit  3
Prerequisite: State, LOG 125
This course introduces the elements of import and export operations, from transportation to documentation, finance, and security and the effects on the global supply chain. Emphasis is placed on existing import/export regulations, customs documentation, intermodal transportation, foreign freight forwarders, global technology, and homeland security initiatives. Upon completion, students should be able to perform import/export operations, channels of distribution, implemented technologies, and associate with operating a secure supply chain.

LOG 240 Purchasing Logistics  Class  3  Lab  0  Clinic  0  Work Exp.  0  Credit  3
Prerequisite: State, LOG 110
This course introduces the various aspects of purchasing, and their impact on materials management, supply chain, transportation, and global logistics processes. Emphasis is placed on the different methods of electronic sourcing, negotiating and pricing principles, and on the internal and external considerations associated with international logistics. Upon completion, students should be able to describe and apply the principles and terminology used in procurement including electronic data interchange services, purchasing and logistics systems.

LOG 250 Advanced Global Logistics  Class  3  Lab  2  Clinic  0  Work Exp.  0  Credit  4
Prerequisite: State, LOG 125
This course covers the advanced application of global operations and logistics strategies, planning, technology, risk, and management necessary to cope with the global business environment. Emphasis is placed on a in-depth understanding of global sourcing, shipping, tracking, and e-logistics systems necessary to operate inbound/outbound logistics in a global market. Upon completion, students should be able to identify the different global markets and logistics technology available to process international inbound/outbound logistics transactions.
# MACHINING

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic</th>
<th>Work Exp.</th>
<th>Credit</th>
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<tbody>
<tr>
<td>MAC 111 Machining Technology I</td>
<td>2</td>
<td>12</td>
<td>0</td>
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<td>6</td>
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<tr>
<td>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.</td>
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</table>

| MAC 112 Machining Technology II | 2     | 12  | 0      | 0         | 6      |
| This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling. |

| MAC 112AB Machining Technology IIA | 1     | 6   | 0      | 0         | 3      |
| MAC 112BB Machining Technology IIB | 1     | 6   | 0      | 0         | 3      |
| Prerequisite: Local, MAC 112A  |
| MAC 112A and MAC 112B are the equivalent of MAC 112. |

| MAC 121 Intro to CNC | 2     | 0   | 0      | 0         | 2      |
| This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage. |

| MAC 122 CNC Turning | 1     | 3   | 0      | 0         | 2      |
| This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers. |

| MAC 124 CNC Milling | 1     | 3   | 0      | 0         | 2      |
| This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers. |

| MAC 151 Machining Calculations | 1     | 2   | 0      | 0         | 2      |
| This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations. |

| MAC 152 Adv Machining Calc | 1     | 2   | 0      | 0         | 2      |
| This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems. |
MAC 160 Coordinate Measuring Mach

This course introduces methods in the setup and operation of coordinate measuring machines. Emphasis is placed on the programming of coordinate measuring machines and the measurement of complex parts. Upon completion, students should be able to demonstrate skills in programming, operation, and setup of coordinate measuring machines.

MAC 171 Measure/Material & Safety

This course introduces precision measuring instruments, process control and adjustment, inspection, material handling and workplace safety. Topics include properly identifying and handling various measurement instruments and materials, process control, adjustment and improvement, personal protective equipment (PPE) and OSHA safety regulations. Upon completion, students should be able to safely demonstrate effective measurement techniques, identify and handle various materials, and explain safe industry practices.

MAC 172 Job Plan, Bench & Layout

This course introduces the basics of job process planning, sawing, and manual operations including benchwork and layout. Topics include deciphering blueprints and/or schematics, dimensions, design and using various instruments required in the layout of various components. Upon completion, students should be able to demonstrate an understanding of job plans, dimensions, design, transfer and layout common to the machining industry.

MAC 173 Manual Milling/Drilling

This course introduces the fundamental skills associated with the design, setup and operation of drill presses and manual milling machines. Topics include blueprints, cutting tools, coolants, component identification, drill presses and manual milling machine operations, process plans, setup, speeds and feeds, and work holding devices. Upon completion, students should be able to demonstrate the proper set-up and operation of a drill press and manual milling machine.

MAC 174 Manual Turning

This course introduces the fundamental skills associated with the design, setup and safe operation of manual lathes including the identification of all major lathe components. Topics include setup and operation of a lathe including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to demonstrate the proper setup and operation of a manual lathe.

MAC 222 Advanced CNC Turning

This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers.

MAC 224 Advanced CNC Milling

This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.

MAC 231 CAM: CNC Turning

This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, including machine selection, tool selection, operational sequence, speed, feed, and cutting depth.
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<tr>
<th>MAC Course Code</th>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>MAC 232 CAM: CNC Milling</td>
<td>1</td>
<td>4</td>
<td>0</td>
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<td>3</td>
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<tr>
<td>This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program.</td>
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<tr>
<td>MAC 233 Appl in CNC Machining</td>
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<td>This capstone course provides students the opportunity to apply skills learned throughout the curriculum. Emphasis is placed on production of parts and assemblies using modern CNC machine tools. Upon completion, students should be able to manufacture complex parts using a variety of CNC machine tools.</td>
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<td>MAC 234 Adv Multi-Axis Machin</td>
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<td>This course includes multi-axis machining using machining centers with multi-axis capabilities. Emphasis is placed on generation of machining center input with a CAM system and setup of pallet changer and rotary system for multi-axis machining fixtures. Upon completion, students should be able to convert CAD to output for multi-axis machining centers, including tooling, setup, and debugging processes.</td>
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<tr>
<td>MAC 241 Jigs &amp; Fixtures I</td>
<td>2</td>
<td>6</td>
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<td>4</td>
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<tr>
<td>This course introduces the application and use of jigs and fixtures. Emphasis is placed on design and manufacture of simple jigs and fixtures. Upon completion, students should be able to design and build simple jigs and fixtures.</td>
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<tr>
<td>MAC 247 Production Tooling</td>
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<td>This course provides advanced study in tooling currently utilized in the production of metal parts. Emphasis is placed on the proper use of tooling used on CNC and other production machine tools. Upon completion, students should be able to choose proper tool grades based on manufacturing requirements and troubleshoot carbide tooling problems.</td>
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<td>MATHEMATICS</td>
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<tr>
<td>MAT 003 Transition Math</td>
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<tr>
<td>This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.</td>
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<td>MAT 010 Math Measurement &amp; Literacy Su</td>
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<td>2</td>
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<tr>
<td>This course provides an opportunity to customize foundational math content specific to Math Measurement &amp; Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in Math Measurement &amp; Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.</td>
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</table>
**MAT 021 Algebra/Trigonometry I Support**

This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

**MAT 043 Quantitative Literacy Support**

This course provides an opportunity to customize foundational math content to specific Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

**MAT 050 Basic Math Skills**

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 computations and solve relevant mathematical problems.

**MAT 052 Statistical Methods I**

This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

**MAT 071 Precalculus Algebra Support**

This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

**MAT 110 Math Measurement & Literacy**

Prerequisite: State, Take: DMA 010, DMA 020, DMA 030

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.
MAT 121 Algebra/Trigonometry I

Prerequisite: State, Take All: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 060

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.

MAT 122 Algebra/Trigonometry II

Prerequisite: State, Take: MAT 121

This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors, and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

MAT 143 Quantitative Literacy

Prerequisite: State, Take One Set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098; Set 2: DMA 010, DMA 020, DMA 030, DMA 045, and DRE 098; Set 3: DMA 025, DMA 040, DMA 050, and DRE 098; Set 4: DMA 025, DMA 045, and DRE 098; Set 5: MAT 003 and ENG 002; Set 6: MAT 003 and ENG 111

This course is designed to engage students 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 communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

MAT 152 Statistical Methods I

Prerequisite: State, Take One Set: Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098; Set 2: DMA 010, DMA 020, DMA 030, DMA 045, and DRE 098; Set 3: DMA 025, DMA 040, DMA 050, and DRE 098; Set 4: DMA 025, DMA 045, and DRE 098; Set 5: MAT 003 and ENG 002; Set 6: MAT 003 and ENG 111

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 for transfer under the CAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.
MAT 171 Precalculus Algebra

Prerequisite: State, 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
This course 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 analysis of functions (absolute value, radical, polynomial, 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 CAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 172 Precalculus Trigonometry

Prerequisite: State, Take: MAT 171
This course is designed to develop an 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 CAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 263 Brief Calculus

Prerequisite: State, Take: MAT 171
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 for transfer under the CAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 271 Calculus I

Prerequisite: State, Take: MAT 172
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 for transfer under the CAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 272 Calculus II

Prerequisite: State, Take: MAT 271
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 for transfer under the CAA as a Universal General Education Transfer Component (UGETC): Math/AS
MAT 273 Calculus III  
Class  Lab  Clinic  Work Exp.  Credit  
3       2       0       0       4  
Prerequisite: State, Take: MAT 272  
This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT 280 Linear Algebra  
Class  Lab  Clinic  Work Exp.  Credit  
2       2       0       0       3  
Prerequisite: State, Take: MAT 271  
This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MAT 285 Differential Equations  
Class  Lab  Clinic  Work Exp.  Credit  
2       2       0       0       3  
Prerequisite: State, Take: MAT 272  
This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and Laplace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MECHANICAL

MEC 111 Machine Processes I  
Class  Lab  Clinic  Work Exp.  Credit  
1       4       0       0       3  
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care 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  
Class  Lab  Clinic  Work Exp.  Credit  
2       3       0       0       3  
Prerequisite: State, MEC 111  
This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a specified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts.

MEC 145 Mfg Materials I  
Class  Lab  Clinic  Work Exp.  Credit  
2       3       0       0       3  
This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations.
MEC 180 Engineering Materials  2  3  0  0  3
This course introduces the physical and mechanical properties of materials. Topics include materials testing, pre- and post-manufacturing processes, and material selection of ferrous and non-ferrous metals, plastics, composites, and non-conventional materials. Upon completion, students should be able to utilize basic material property tests and select appropriate materials for applications.

MEC 181 Introduction to CIM  2  0  0  0  2
This course introduces the elements of computer-integrated manufacturing (CIM). Topics include statistical process control, computer-aided design and manufacturing, numeric control, and flexible systems. Upon completion, students should be able to explain the major components of computer-integrated manufacturing.

MEC 265 Fluid Mechanics  2  2  0  0  3
This course covers the physical behavior of fluids and fluid systems. Topics include fluid statics and dynamics, laminar and turbulent flow, Bernoulli’s Equation, components, applications, and other related topics. Upon completion, students should be able to apply fluid power principles to practical applications.

MEDICAL ASSISTING

MED 110 Orientation to Med Assist  1  0  0  0  1
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

MED 113 Ori to Clinic Setting II  0  0  6  0  2
Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400), MED 118 or OST 149, MED 130, MED 131
Corequisite: Local, MED 270
This course provides an opportunity to observe and/or perform in the medical setting. Emphasis is placed on administrative and clinical medical assisting. Upon completion, students should be able to identify administrative and clinical procedures in the health care environment.

MED 118 Medical Law and Ethics  2  0  0  0  2
Corequisite: Local, DRE 098
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

MED 121 Medical Terminology I  3  0  0  0  3
This course introduces 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  
Prerequisite: State, MED 121  
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 130 Admin Office Proc I  
Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400)  
Corequisite: Local, MED 122, MED 131  
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131 Admin Office Proc II  
Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400), MED 118 or OST 149  
Corequisite: Local, MED 130  
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED 140 Exam Room Procedures I  
Prerequisite: Local; Enrollment in the Medical Assisting Program (A45400), BIO 163, MED 122, MED 130  
Corequisite: Local, MED 232, MED 274  
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED 150 Laboratory Procedures I  
Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400), BIO 163, MED 122, MED 140  
Corequisite: Local, MED 240, MED 270  
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

MED 230 Admin Office Proc III  
Prerequisite: State, MED 131, Local, Enrollment in the Medical Assisting Program (A45400), MED 113  
Corequisite: Local, MED 260  
This course provides advanced medical office administrative procedures. Emphasis is placed on management skills including personnel supervision, practice management, public relations, and insurance coding. Upon completion, students should be able to exhibit advanced managerial medical assisting skills.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MED 232</td>
<td>Medical Insurance Coding</td>
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<td>MED 240</td>
<td>Exam Room Procedures II</td>
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<tr>
<td>MED 260</td>
<td>MED Clinical Practicum</td>
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<tr>
<td>MED 264</td>
<td>Med Assisting Overview</td>
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<td>MED 270</td>
<td>Symptomatology</td>
<td>3</td>
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<tr>
<td>MED 272</td>
<td>Drug Therapy</td>
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**MED 232 Medical Insurance Coding**
- Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400), BIO 163, MED 118 or OST 149, MED 122, MED 131
- Corequisite: Local, MED 140, MED 274
- This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

**MED 240 Exam Room Procedures II**
- Prerequisite: State, MED 140, Local, Enrollment in the Medical Assisting Program (A45400)
- Corequisite: Local, MED 150, MED 270
- This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.

**MED 260 MED Clinical Practicum**
- Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400), MED 113
- Corequisite: Local, MED 230
- This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

**MED 264 Med Assisting Overview**
- Prerequisite: Local, MED 113
- Corequisite: Local, MED 230, MED 260
- This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

**MED 270 Symptomatology**
- Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400) MED 274
- Corequisite: Local, MED 240, MED 150
- This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

**MED 272 Drug Therapy**
- Prerequisite: Local, Enrollment in the Medical Assisting Program (A45400), BIO 163, MED 122, MAT 110
- Corequisite: Local, MED 113, MED 150, MED 240, MED 270
- This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.
MED 274 Diet Therapy/Nutrition  
This course introduces the basic principles of nutrition as they relate to health and disease. Topics include basic nutrients, physiology, dietary deficiencies, weight management, and therapeutic nutrition in wellness and disease. Upon completion, students should be able to interpret clinical and dietary data and provide patient counseling and education.

MARKETING AND RETAILING

MKT 120 Principles of Marketing  
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.

MKT 121 Retailing  
This course examines the role of retailing in the economy. Topics include the development of present retail structure, functions performed, effective operations, and managerial problems resulting from current economic and social trends. Upon completion, students should be able to demonstrate an understanding of the basic principles of retailing.

MKT 122 Visual Merchandising  
This course introduces basic layout design and commercial display in retail and service organizations. Topics include an analysis of display as a visual merchandising medium and an examination of the principles and applications of display and design. Upon completion, students should be able to plan, build, and evaluate designs and displays.

MKT 123 Fundamentals of Selling  
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.

MKT 220 Advertising and Sales Promotion  
This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

MKT 225 Marketing Research  
Prerequisite: State MKT 120  
This course provides information for decision making by providing guidance in developing, analyzing, and using data. Emphasis is placed on marketing research as a tool in decision making. Upon completion, students should be able to design and conduct a marketing research project and interpret the results.

MKT 227 Marketing Applications  
This course extends the study of diverse marketing strategies. Emphasis is placed on case studies and small-group projects involving research or planning. Upon completion, students should be able to effectively participate in the formulation of a marketing strategy.
### MKT 232 Social Media Marketing

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This course is designed to build students' social media marketing skills by utilizing projects that give students hands on experience implementing social media marketing strategies. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools. Upon completion, students should be able to use social media technologies to create and improve marketing efforts for businesses.

### MAINTENANCE

**MNT 110 Intro to Maint Procedures**

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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 240 Indust Equip Troubleshoot**

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This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

### THERAPEUTIC MASSAGE

**MTH 110 Fundamentals of Massage**

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Prerequisite: Local, Admission into Therapeutic Massage Program (D45750D) and MAT 070 or DMA 010–050 or MAT 060 and DMA 040–050
Corequisite: Local, BIO 163

This course introduces concepts basic to the role of the massage therapist in a variety of clinical settings. Emphasis is placed on beginning theory and techniques of body work as well as skill in therapeutic touch. Upon completion of the course, the student should be able to apply basic practical massage therapy skills.

**MTH 120 Ther Massage Applications**

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Prerequisite: State, MTH 110; Local, BIO 163
Corequisite: Local, BIO 271

This course provides an expanded knowledge and skill base for the massage therapist in a variety of clinical settings. Emphasis is placed on selected therapeutic approaches throughout the lifespan. Upon completion, students should be able to perform entry level therapeutic massage on various populations.

**MTH 121 Clinical Supplement I**

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Corequisite: State, Take one: MTH 110, MTH 120, MTH 125, MTH 210 or MTH 220

This course is designed to introduce the student to a variety of clinical experiences. Emphasis is placed on applying the therapeutic massage process across the lifespan. Upon completion, students should be able to demonstrate delivery of massage techniques in a clinical setting.

**MTH 125 Ethics of Massage**

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This course is designed to explore issues related to the practice of massage therapy. Emphasis is placed on ethical, legal, professional, and political issues. Upon completion of this course the student should be able to discuss issues relating to the practice of massage therapy, client/therapist relationships as well as ethical issues.
MTH 130 Therapeutic Massage Mgmt

Prerequisite: State, MTH 110
This course introduces the basic responsibilities in the development and administration of a professional massage therapy practice. Emphasis is placed on identifying successful practice management methods such as selecting a business structure, negotiating a contract/lease, developing a business/marketing plan, designing a massage space, differentiating spa from clinical practice, management of client/financial records and physician referral. Upon completion, students should be able to demonstrate the knowledge and skills necessary to develop and manage a massage therapy practice.

MTH 210 Adv Skills of Massage

Prerequisite: State, MTH 120 or MRH 121; Local, MTH 125, BIO 271
This course provides knowledge and skills in diverse body work modalities in a variety of clinical settings. Emphasis is placed on selected techniques such as Neuromuscular Therapy, Sports Massage, Soft Tissue Release, Spa Approaches, Oriental Therapies, and energy techniques. Upon completion, students should be able to perform basic skills in techniques covered.

MTH 220 Outcome-Based Massage

Prerequisite: State, MTH 120, MTH 121, or MTH 221; Local, MTH 210
This course provides knowledge and skills in more complex body works modalities in a variety of clinical settings. Emphasis is placed on developing advanced skills in outcome-based Massage. Upon completion, students should be able to perform basic skills in techniques covered.

MUSIC

MUS 110 Music Appreciation

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 for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

MUS 111 Fundamentals of Music

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MUS 112 Introduction to Jazz

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 for transfer under the CAA as a premajor and/or elective course requirement. This is a Universal General Education Transfer Component (UGETC) course.
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<th>Course Code</th>
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<td>MUS 121</td>
<td>Music Theory I</td>
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<td>This course provides an in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis, introduction to part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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<tr>
<td>MUS 122</td>
<td>Music Theory II</td>
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<td>Prerequisite: State, Take: MUS 121</td>
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<td>This course is a continuation of studies begun in MUS 121. Emphasis is placed on advanced melodic, rhythmic, and harmonic analysis and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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<td>MUS 125</td>
<td>Aural Skills I</td>
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<td>This course provides an introduction to the fundamentals in aural skills. Emphasis is placed on the study of basic melodies, harmonies, and rhythms through sight singing and ear training. Upon completion, students should be able to identify diatonic intervals, scales, and chords and perform and dictate simple melodies and rhythmic patterns. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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<tr>
<td>MUS 126</td>
<td>Aural Skills II</td>
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<td>Prerequisite: State, Take: MUS 125</td>
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<td>This course provides a foundation in aural skills. Emphasis is placed on the development of sight singing and ear training skills in diatonic melody, diatonic harmonic progression, and rhythmic patterns. Upon completion, students should be able to fluently read music in treble and bass clefs; utilize any solmization system while sight singing simple diatonic melodies; identify elementary diatonic chord progressions; perform rhythms in simple and compound meters; and dictate diatonic melodic, diatonic harmonic, and advanced rhythmic patterns. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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<tr>
<td>MUS 131</td>
<td>Chorus I</td>
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<td>This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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<td>MUS 132</td>
<td>Chorus II</td>
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<td>Prerequisite: State, Take: MUS 131</td>
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<td>This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. <em>This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</em></td>
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MUS 133 Band I  
This course provides an opportunity for those who play a band instrument to gain experience playing in an ensemble. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 134 Band II  
Prerequisite: State, Take: MUS 133  
This course is a continuation of MUS 133. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 151 Class Music I  
This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 152 Class Music II  
Prerequisite: State, Take: MUS 151  
This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 161 Applied Music I  
This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 162 Applied Music II  
Prerequisite: State, Take: MUS 161  
This course is a continuation of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*
MUS 212 American Musical Theatre

This course covers the origins and development of the musical from Show Boat to the present. Emphasis is placed on the investigation of the structure of the musical and its components through listening and analysis. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.*

MUS 217 Elementary Conducting

Prerequisite: State, Take: MUS 111

This course introduces the basic patterns and skills for conducting instrumental and vocal groups. Emphasis is placed on conducting beat patterns, expressive gestures, fermatas, accents, tempos, and rehearsal techniques. Upon completion, students should be able to demonstrate the above skills by conducting vocal and/or instrumental groups. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 231 Chorus III

Prerequisite: State, Take: MUS 132

This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 232 Chorus IV

Prerequisite: State, Take: MUS 231

This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 233 Band III

Prerequisite: State, Take: MUS 134

This course is a continuation of MUS 134. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

MUS 234 Band IV

Prerequisite: State, Take: MUS 233

This course is a continuation of MUS 233. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*
MUS 261 Applied Music III
Class  Lab  Clinic  Work Exp.  Credit
MUS 261  1  2  0  0  2
Prerequisite: State, Take: MUS 162
This course is a continuation of MUS 162. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MUS 262 Applied Music IV
Class  Lab  Clinic  Work Exp.  Credit
MUS 262  1  2  0  0  2
Prerequisite: State, Take: MUS 261
This course is a continuation of MUS 261. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MUS 280 Music for the El Classrm
Class  Lab  Clinic  Work Exp.  Credit
MUS 280  3  0  0  0  3
Prerequisite: State, Take: MUS 110
This course covers the skills necessary for teaching music in the elementary school. Emphasis is placed on integrating music activities which are suitable for all ages of elementary students, including theory, performance, and conducting, into classroom activities. Upon completion, students should be able to utilize a variety of music activities in the elementary school classroom. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

NETWORKING TECHNOLOGY

NET 110 Networking Concepts
Class  Lab  Clinic  Work Exp.  Credit
NET 110  2  2  0  0  3
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

NET 113 Home Automation Systems
Class  Lab  Clinic  Work Exp.  Credit
NET 113  2  2  0  0  3
This course covers the design, installation, testing, troubleshooting, and customer service of a fully automated home. Emphasis is placed on a structured wiring system that integrates the home phone, TV, home theater, audio, video, computer network, lighting, security systems, and automation systems into a pre-wired, remote controlled system. Upon completion, students should be able to design, install, and maintain home automation systems.

NET 125 Introduction to Networks
Class  Lab  Clinic  Work Exp.  Credit
NET 125  1  4  0  0  3
This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.
NET 126 Routing Basics
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

NET 225 Routing & Switching I
This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

NET 226 Routing and Switching II
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, and PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

NET 289 Networking Project
Prerequisite: State, Take All: CTI 110, CTI 120, and CTS 115
This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.

NETWORKING OPERATING SYSTEMS

NOS 110 Operating System Concepts
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 120 Linux/UNIX Single User
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.
NOS 220 Linux/Unix Admin I

Prerequisite: State, NOS 120
This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network.

NOS 230 Windows Administration I

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 Windows Server operating system.

NURSING

NUR 101 Practical Nursing I

Prerequisite: Local, Admission into the Practical Nursing Program (D45660)
Corequisite: Local, PSY 150
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. Students are encouraged to contact their selected four-year senior institution to determine course eligibility for transfer.

NUR 102 Practical Nursing II

Prerequisite: State, NUR 101
Corequisite: Local, ENG 111, Admission into the Practical Nursing Program (D45660)
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. Students are encouraged to contact their selected four-year senior institution to determine course eligibility for transfer.
NUR 103 Practical Nursing III
Prerequisite: State, NUR 101
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 necessary to provide safe, quality, and individualized entry level nursing care. Students are encouraged to contact their selected four-year senior institution to determine course eligibility for transfer.

NUR 107 LPN Refresher
Prerequisite: Local, Licensed Practical Nurse approved by the NC Board of Nursing
This refresher course is designed to provide an independent didactic review for the previously licensed practical nurse whose license has lapsed. Emphasis is placed on common medical-surgical conditions and nursing interventions, including mental health principles, pharmacological concepts, and safe clinical practice. Upon completion, students will be eligible to apply for reinstatement of licensure. Students are encouraged to contact their selected four-year senior institution to determine course eligibility for transfer.

NUR 111 Intro to Health Concepts
Prerequisite: Local, Admission to the Associate Degree Nursing Program (A45110) Corequisite: Local, NUR 117, PSY 150
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 teams, 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
Prerequisite: State, NUR 111; Local, NUR 117 Corequisite: Local, PSY 241, ENG 111
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
Prerequisite: State, NUR 111; Local, NUR 112, NUR 114, NUR 117, NUR 211 Corequisite: Local, ENG 112, BIO 275
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
Prerequisite: State, NUR 111; Local, NUR 112, NUR 117, NUR 211
Corequisite: Local, COM 231
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
Prerequisite: Local, Admission to the Associate Degree Nursing Program (A45110)
Corequisite: Local, NUR 111, PSY 150
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
Prerequisite: State, NUR 111; Local, NUR 112, NUR 117
Corequisite: Local, PSY 241, ENG 111
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
Prerequisite: State, NUR 111; Local, NUR 112, NUR 113, NUR 114, NUR 117, NUR 211
Corequisite: Local, ENG 112, BIO 275
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
Prerequisite: State, NUR 111 Local, NUR 112, NUR 113, NUR 114, NUR 211, NUR 212, NUR 117 and BIO 275
Corequisite: Local, HUM/FINE Arts Elective
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, entry level nursing care.
NUR 215 Paramedic/RN Bridge Concepts  
Class  Lab  Clinic  Work Exp.  Credit  
3  3  6  0  6  
This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the Associate Degree in Emergency Medical Science Paramedic transitions to the nursing role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, collaboration, clinical decision-making, professional behaviors, informatics, assessment, perfusion, oxygenation, elimination, and cellular regulation. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUTRITION

NUT 110 Nutrition  
Class  Lab  Clinic  Work Exp.  Credit  
3  0  0  0  3  
This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with nutrition. Upon completion, students should be able to apply basic nutritional concepts as they relate to health and well being.

OFFICE ADMINISTRATION

OST 122 Office Computations  
Class  Lab  Clinic  Work Exp.  Credit  
2  2  0  0  3  
This course covers the keypad touch method using the electronic calculator (10-key) and mathematical functions used in office applications. Topics may include budgets, discounts, purchasing, inventory, and petty cash. Upon completion, students should be able to solve a wide variety of numerical problems commonly encountered in an office setting.

OST 131 Keyboarding  
Class  Lab  Clinic  Work Exp.  Credit  
1  2  0  0  2  
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 134 Text Entry & Formatting  
Class  Lab  Clinic  Work Exp.  Credit  
2  2  0  0  3  
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.

OST 136 Word Processing  
Class  Lab  Clinic  Work Exp.  Credit  
2  2  0  0  3  
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.

OST 137 Office Applications I  
Class  Lab  Clinic  Work Exp.  Credit  
2  2  0  0  3  
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
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 Office Terms I
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 Office Terms II
Prerequisite: State, OST 141
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 Ins & Billing
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.

OST 149 Medical Legal Issues
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST 153 Office Finance Solutions
Prerequisite: State, Take One: CIS 110, CIS 111 or OST 137
This course introduces basic bookkeeping concepts. Topics include entering data in accounts payable and receivable, keeping petty cash records, maintaining inventory, reconciling bank statements, running payroll, and generating simple financial reports. Upon completion, students should be able to demonstrate competence in the entry and manipulation of data to provide financial solutions for the office.

OST 159 Office Ethics
This course introduces the complex ethical and legal issues involved in the role of administrative support personnel in a variety of offices. Emphasis is placed on ethics, diversity, morality, and ethical standards of the administrative support professional. Upon completion, students should be able to conduct themselves in an ethical manner appropriate to a variety of offices.
OST 162 Executive Terminology  
Class: 3  Lab: 0  Clinic: 0  Work Exp: 0  Credit: 3  
This course is designed to increase and improve proficiency in word usage. Topics include root words, prefixes, suffixes, homonyms, synonyms, and specialized vocabularies. Upon completion, students should be able to use acquired vocabulary skills in the global workplace.

OST 164 Office Editing  
Class: 3  Lab: 0  Clinic: 0  Work Exp: 0  Credit: 3  
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.

OST 166 Speech Recognition  
Class: 1  Lab: 2  Clinic: 0  Work Exp: 0  Credit: 2  
Prerequisite: State, CIS 110 or CIS 115 or OST 137  
This course is designed to provide skills needed to compose and edit documents using speech recognition technology. Emphasis is placed on specialized speech recognition features, intensive editing, and proofreading skills. Upon completion, students should be able to produce mailable business documents using speech recognition software.

OST 181 Office Procedures  
Class: 2  Lab: 2  Clinic: 0  Work Exp: 0  Credit: 3  
This course introduces the skills and procedures needed in today’s office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today’s offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

OST 184 Records Management  
Class: 2  Lab: 2  Clinic: 0  Work Exp: 0  Credit: 3  
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.

OST 233 Office Publications Design  
Class: 2  Lab: 2  Clinic: 0  Work Exp: 0  Credit: 3  
Prerequisite: State, OST 136  
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  
Class: 2  Lab: 2  Clinic: 0  Work Exp: 0  Credit: 3  
Prerequisite: State, OST 136  
This course develops proficiency in the utilization of advanced word processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

OST 243 Med Office Simulation  
Class: 2  Lab: 2  Clinic: 0  Work Exp: 0  Credit: 3  
Prerequisite: State, OST 148  
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.
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<th>Course Code</th>
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<td>OST 244 Med Document Production</td>
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<td>Prerequisite: State, OST 134</td>
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<td>This course provides a hands-on approach in processing medical documents. Emphasis is placed on creating and editing medical documents. Upon completion, students should be able to prepare accurately formatted medical documents.</td>
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<td>OST 247 Procedure Coding</td>
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<td>Prerequisite: State, MED 121 or OST 141</td>
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<td>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.</td>
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<td>OST 248 Diagnostic Coding</td>
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<td>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.</td>
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<td>OST 250 Long-Term Care Coding</td>
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<td>Prerequisite: State, Take One: MED 121 or OST 141</td>
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<td>This course covers diagnostic coding as it applies to long-term facilities and home care. Topics include diagnostic coding and reimbursement in long-term care facilities and home care. Upon completion, students should be able to properly code conditions for long-term care and home care services.</td>
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<td>OST 260 Adv Coding Methodologies</td>
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<td>Prerequisite: State, Take All: OST 247 and OST 248</td>
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<td>This course provides advanced instruction in a variety of emergent methodologies in medical coding. Topics include advanced outpatient coding, inpatient coding, risk adjustment coding, online encoder software, Correct Coding Initiatives (CCI), and advanced record abstraction. Upon completion, students should be able to perform advanced coding in a healthcare facility.</td>
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<td>OST 263 Healthcare Customer Relations</td>
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<td>Prerequisite: State, Take One: OST 148 or HMT 210</td>
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<td>This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics such as insurance and billing issues with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner.</td>
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<td>OST 280 Electronic Health Records</td>
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<td>Prerequisite: State, Take One: CIS 110, CIS 111, or OST 137</td>
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<td>This course focuses on the use of electronic health records in medical documentation and patient management. Emphasis is placed on creating and maintaining patient medical information, scheduling patient appointments, documenting patient encounters, and billing/insurance claim processing. Upon completion, students should be able to perform the required software tasks following a patient visit from start to finish.</td>
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OST 284 Emerging Technologies

This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.

OST 286 Professional Development

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 Office Admin Capstone

Prerequisite: State, OST 164 and either OST 134 or OST 136

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

PUBLIC ADMINISTRATION

PAD 151 Intro to Public Admin

This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.

PAD 152 Ethics in Government

This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator's role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making.

PAD 251 Public Finance & Budgeting

This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing governmental policy.

PAD 252 Public Policy Analysis

This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.
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<td>PAD 253</td>
<td>Intro to Urban Planning</td>
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This course includes an analysis of current urban problems and the forces responsible for urban and regional growth. Topics include historical perspectives on the planning approach to urban phenomena and the evaluation of current proposals dealing with aspects of the urban situation. Upon completion, students should be able to evaluate urban and regional growth problems through case study analysis.

**PHYSICAL EDUCATION**

**PED 110 Fit and Well for Life**

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This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PED 111 Physical Fitness I**

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This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PED 117 Weight Training I**

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

**PED 118 Weight Training II**

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Prerequisite: State, Take: PED 117

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PED 119 Circuit Training**

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This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*
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<th>Course</th>
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<td>PED 120 Walking for Fitness</td>
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<td>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. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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<td>PED 125 Self-Defense: Beginning</td>
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<td>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. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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<td>PED 126 Self-Defense: Intermediate</td>
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<td>This course is designed to aid students in building on the techniques and skills developed in PED 125. Emphasis is placed on the appropriate psychological and physiological responses to various encounters. Upon completion, students should be able to demonstrate intermediate skills in self-defense stances, blocks, punches, and kick combinations. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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<td>PED 142 Lifetime Sports</td>
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<td>This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. <em>This course has been approved for transfer under the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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<td>PED 143 Volleyball-Beginning</td>
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<td>This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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<td>Prerequisite: State, Take: PED 143</td>
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<td>This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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<td>PED 150 Baseball-Beginning</td>
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<td>This course covers the fundamentals of baseball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational baseball. <em>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.</em></td>
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PED 151 Baseball/Intermediate
Prerequisite: State, Take: PED 150
This course covers more advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 252 Officiating/Bsball/Sfball
This course introduces the rules and techniques for sports officiating in baseball and softball. Emphasis is placed on officiating fundamentals and responsibilities. Upon completion, students should be able to demonstrate proper mechanics and knowledge of officiating procedures in baseball and softball. This course has been approved to transfer under the CAA as a pre-major and/or elective course requirement.

PED 254 Coaching Basketball
This course introduces the theory and methods of coaching basketball. Emphasis is placed on rules, game strategies, and selected techniques of coaching basketball. Upon completion, students should be able to demonstrate competent coaching skills in basketball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 256 Coaching Baseball
This course introduces the theory and methods of coaching baseball. Emphasis is placed on rules, game strategies, and selected techniques of coaching baseball. Upon completion, students should be able to demonstrate competent coaching skills in baseball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PHYSICS

PHY 110 Conceptual Physics
Corequisite: Local, DRE 097
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 for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

PHY 110A Conceptual Physics Lab
Corequisite: State, Take: PHY 110
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY110. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.
PHY 131 Physics-Mechanics

Prerequisite: State, Take: MAT 121 or MAT 171
Corequisite: Local, DRE 097
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton’s laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

PHY 151 College Physics I

Prerequisite: State, Take: MAT 171 or MAT 271; Local, DRE 097
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 for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

PHY 152 College Physics II

Prerequisite: State, Take: PHY 151
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

PHY 251 General Physics I

Prerequisite: State, Take: MAT 271; Local, DRE 098
Corequisite: State, Take: 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 for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

PHY 252 General Physics II

Prerequisite: State, Take All: MAT 272 and PHY 251
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.
POLITICAL SCIENCE

POL 120 American Government  3  0  0  0  3
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 CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

PRINTING

PRN 155 Screen Printing I  1  3  0  0  2
This course covers screen printing techniques and materials. Topics include methods, materials, design, and image and stencil preparation techniques. Upon completion, students should be able to produce single- or multi-color projects.

POLYSOMNOGRAPHY

PSG 110 Intro to Polysomnography  3  2  0  0  4
Prerequisite: Local, Admission into the Polysomnography Program (45670)
Corequisite: Local, BIO 163, MED 121
This course introduces the polysomnography profession. Topics include the history of the profession and role of the polysomnographic technologist, communication, time management, infection control, basic patient assessment, and medical gas therapy. Upon completion, students should be able to demonstrate competence in concepts through written and laboratory evaluations.

PSG 111 Neuro/Cardiopulmonary A & P  4  0  0  0  4
Prerequisite: State, BIO 163 or BIO 165/166 or BIO 168/169, Local, PSG 110
Corequisite: PSG 113, PSG 214, and MAT-121
This course provides a concentrated study of anatomy and physiology essential to the practice of polysomnography. Emphasis is placed on the physiology of the nervous, cardiovascular, and pulmonary systems and basic pharmacological principles. Upon completion, students should be able to demonstrate competence in concepts through written evaluation.

PSG 112 PSG Fundamentals  3  0  0  0  3
Corequisite: Local, PSG 110
This course provides the knowledge and skills necessary to manage/function in a polysomnographic laboratory. Topics include recordkeeping, scheduling techniques, creation/implementation of departmental policies, reimbursement, the technologist’s role as sleep advocate, and case management/patient education. Upon completion, students should be able to demonstrate competence in concepts through written evaluation.
**PSG 113 PSG Instrumentation**

Prerequisite: State, PSG 110

This course introduces the fundamental concepts of sleep technology electrical equipment and recording of bio-electric potentials. Topics include Ohm's Law; common mode rejection; components related to recording bio-electric potentials; function and application of sleep technology equipment; and construct/verify montages. Upon completion, students should be able to demonstrate competence in polysomnography equipment, instrumentation, recording of bioelectric potential concepts, and ancillary electrical signals through written and laboratory evaluations.

**PSG 114 PSG Clinical Education I**

Prerequisite: State, PSG 110

This course provides orientation to the polysomnography clinical environment. Emphasis is placed on work flows, reviewing patient charts and orders, patient preparation and hook-ups, and proper time management. Upon completion, students should be able to demonstrate successful completion of polysomnography clinical learning outcomes.

**PSG 210 Polysomnography I**

Prerequisite: State, PSG 111 or PSG 189; Local, PSG 114, PSG 215

This course provides entry-level didactic, laboratory, and clinical training in polysomnography. Emphasis is placed on medical terminology, instrumentation setup and calibration, recording and monitoring techniques, and patient-technologist interactions. Upon completion, students should be able to demonstrate competence in concepts and procedures through written, laboratory and clinical evaluations.

**PSG 211 Polysomnography II**

Prerequisite: State, PSG 210
Corequisite: Local, PSG 212, PSG 213

This course provides advanced-level didactic, laboratory, and clinical training in polysomnography. Emphasis is placed on the knowledge and skills necessary to obtain and evaluate high quality sleep recordings. Upon completion, students should be able to demonstrate competence in concepts and procedures through written, laboratory and clinical evaluations.

**PSG 212 Infant/Pediatric PSG**

Prerequisite: Local, PSG 210
Corequisite: Local, PSG 211

This course provides the knowledge and skills to perform and score polysomnographic procedures on infants and pediatric patients. Emphasis is placed on infant/pediatric assessment, monitoring, and sleep disorders. Upon completion, student should be able to demonstrate competence in concepts through written and laboratory evaluations.

**PSG 213 Case Study/Exam Review**

Prerequisite: Local, PSG 210
Corequisite: Local, PSG 211

This course provides an opportunity to review clinical cases and prepare for the polysomnography credentialing exam. Emphasis is placed on case management and review for the Registered Polysomnographic Technologist Exam. Upon completion, students should be able to successfully complete practice exams.
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**PSYCHOLOGY**

**PSY 118 Interpersonal Psychology**

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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**

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Prerequisite: Local, DRE 098

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 for transfer under the CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

**PSY 241 Developmental Psych**

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Prerequisite: State, Take: PSY 150

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 for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**PSY 246 Adolescent Psychology**

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Prerequisite: State, Take: PSY 150

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 sociocultural factors that influence adolescent roles in home, school and community. Upon completion, students should be able to identify typical and atypical adolescent behavior patterns as well as appropriate strategies for interacting with adolescents. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
PSY 263 Educational Psychology

Prerequisite: State, Take: PSY 150
This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PSY 265 Behavioral Modification

Prerequisite: State, Take: PSY 150
This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

PSY 281 Abnormal Psychology

Prerequisite: State, Take: PSY 150
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences.

RADIOGRAPHY

RAD 110 Rad Intro & Patient Care

Prerequisite: Local, Admission into the Radiography Program (A45700)
Corequisite: State, RAD 111 and RAD 151; Local, BIO 163
This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

RAD 111 RAD Procedures I

Corequisite: Local, RAD 110, RAD 151 and BIO 163
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, bony thorax, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

RAD 112 RAD Procedures II

Prerequisite: State, RAD 110, RAD 111 and RAD 151; Local, BIO 163
Corequisite: Local, RAD 121 and RAD 161
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, spine, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.
RAD 121 Image Production I
Prerequisite: State, RAD 110, RAD 111, and RAD 151; Local, BIO 163
Corequisite: Local, RAD 112 and RAD 161
This course provides the basic principles of imaging. Emphasis is placed on image production, x-ray equipment, receptor exposure, and basic imaging quality factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of basic principles of radiographic image production.

RAD 122 Image Production II
Prerequisite: State, RAD 112, RAD 121, and RAD 161
Corequisite: Local, RAD 141 and RAD 171
This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on advanced digital principles and production. Upon completion, students should be able to demonstrate an understanding of advanced principles of digital imaging production.

RAD 141 Radiation Safety
Prerequisite: State, Take All: RAD 112, RAD 121, and RAD 161
Corequisite: Local, RAD 122 and RAD 171
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

RAD 151 RAD Clinical Ed I
Corequisite: State, RAD 110 and RAD 111; Local, BIO 163
This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 161 RAD Clinical Ed II
Prerequisite: State, RAD 110, RAD 111, and RAD 151; Local, BIO 163
Corequisite: State, RAD 112 and RAD 121
This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 171 RAD Clinical Ed III
Prerequisite: State, RAD 112, RAD 121, and RAD 161
Corequisite: Local, RAD 122 and RAD 141
This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
### RAD 211 RAD Procedures III
Prerequisite: State, RAD 122, RAD 141 and RAD 171  
Corequisite: Local, RAD 231 and RAD 251  
This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, advanced imaging, radiographic pathology and image analysis. Upon completion, students should be able to demonstrate an understanding of these areas.

### RAD 231 Image Production III
Prerequisite: State, RAD 122, RAD 131, and RAD 171  
Corequisite: Local, RAD 211 and RAD 251  
This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on complex imaging production and principles, quality control and quality assurance in the imaging sciences. Upon completion, students should be able to demonstrate an understanding of advanced radiographic equipment and quality control programs.

### RAD 251 RAD Clinical Ed IV
Prerequisite: State, RAD 122 and RAD 171  
Corequisite: State, RAD 211 and RAD 231  
This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

### RAD 261 RAD Clinical Ed V
Prerequisite: State, RAD 251; Local, RAD 211 and RAD 231  
Corequisite: State, RAD 271  
This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

### RAD 271 Radiography Capstone
Prerequisite: State, RAD 211, RAD 231 and RAD 251  
Corequisite: Local, RAD 261  
This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer.
RELIGION

REL 110 World Religions 3 0 0 0 3
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 for transfer under the CAA as a general education course in Humanities/Fine Arts.

REL 111 Eastern Religions 3 0 0 0 3
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 religious studied. This course has been approved for the transfer under the CAA as a general education course in Humanities/Fine Arts.

REL 211 Intro to Old Testament 3 0 0 0 3
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 for transfer under the CAA as a general education course in Humanities/Fine Arts.

REL 212 Intro to New Testament 3 0 0 0 3
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 for transfer under the CAA as a general education course in Humanities/Fine Arts.

SUBSTANCE ABUSE

SAB 110 Substance Abuse Overview 3 0 0 0 3
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.

SAB 135 Addictive Process 3 0 0 0 3
This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.
SAB 210 Sub Abuse Counseling  
This course provides theory and skill acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.

SOCIOLOGY

SOC 210 Introduction to Sociology  
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

SOC 213 Sociology of the Family  
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences.

SOC 220 Social Problems  
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 for transfer under the CAA as a general education course in Social/Behavioral Sciences.

SPANISH

SPA 110 Introduction to Spanish  
This course provides an introduction to understanding, speaking, reading, and writing Spanish. Emphasis is placed on pronunciation, parts of speech, communicative phrases, culture, and skills for language acquisition. Upon completion, students should be able to identify and apply basic grammar concepts, display cultural awareness, and communicate in simple phrases in Spanish.

SPA 111 Elementary Spanish I  
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 for transfer under the CAA as a general education course in Humanities/Fine Arts.
SPA 112 Elementary Spanish II
Prerequisite: State, Take: SPA 111
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 for transfer under the CAA as a general education course in Humanities/Fine Arts.*

SPA 181 Spanish Lab 1
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

SPA 182 Spanish Lab 2
Prerequisite: State, Take: SPA 111
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

SPA 211 Intermediate Spanish I
Prerequisite: State, Take: SPA 112
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.*

SPA 212 Intermediate Spanish II
Prerequisite: State, Take: SPA 211
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.*
SPA 281 Spanish Lab 3
Prerequisite: State, Take: SPA 182
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

SPA 282 Spanish Lab 4
Prerequisite: State, Take: SPA 281
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

SURGICAL TECHNOLOGY

SUR 110 Intro to Surg Tech
3 0 0 0 3
Prerequisite: Local, Admission into the Surgical Technology Program (D45740) Corequisite: State, SUR 111; Local, BIO 163
This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology.

SUR 111 Periop Patient Care
5 6 0 0 7
Prerequisite: Local, Admission into the Surgical Technology Program (D45740) Corequisite: State, SUR 110; Local, BIO 163
This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

SUR 122 Surgical Procedures I
5 3 0 0 6
Prerequisite: State, Take All: SUR 110 and SUR 111 Corequisite: State, SUR 123; Local, BIO 275
This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.
SUR 123 Sur Clinical Practice I
Prerequisite: State, SUR 110 and SUR 111; Local, BIO 163
Corequisite: State, SUR 122; Local, BIO 275
This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

SUR 134 Surgical Procedures II
Prerequisite: State, SUR 123; Local, BIO 275, SUR 122
Corequisite: Local, SUR 135 and SUR 137
This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

SUR 135 SUR Clinical Practice II
Prerequisite: State, SUR 123; Local, BIO 275, SUR 122
Corequisite: State, SUR 134
This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

SUR 137 Professional Success Prep
Prerequisite: Local, BIO 275, SUR 122
This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

SOCIAL WORK

SWK 110 Intro to Social Work
Prerequisite: Local, DRE 098
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.
SWK 113 Working With Diversity  
Class: 3  
Lab: 0  
Clinic: 0  
Work Exp.: 0  
Credit: 3  
This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

SWK 115 Community Resources  
Class: 2  
Lab: 2  
Clinic: 0  
Work Exp.: 0  
Credit: 3  
This course introduces community resources essential to social work practice. Emphasis is placed on awareness of and interaction with community service personnel. Upon completion, students should be able to identify resources and assess critical community needs.

SWK 214 Social Work Law  
Class: 3  
Lab: 0  
Clinic: 0  
Work Exp.: 0  
Credit: 3  
Prerequisite: State, Take: SWK 110  
This course introduces the major provisions of social services law, current trends, legislative developments, and court procedures. Emphasis is placed on the interpretation of the laws and court decisions related to various social services populations. Upon completion, students should be able to interpret these laws and their implications for social services practice.

SWK 220 Swk Issues in Client Services  
Class: 3  
Lab: 0  
Clinic: 0  
Work Exp.: 0  
Credit: 3  
Prerequisite: Local, SWK 110  
This course introduces the professional standards, values, and issues in social services. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to social work and apply various decision-making models to current issues.

TRANSPORTATION TECHNOLOGY

TRN 110 Intro to Transport Tech  
Class: 1  
Lab: 2  
Clinic: 0  
Work Exp.: 0  
Credit: 2  
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN 111 Chassis Maint/Light Repair  
Class: 2  
Lab: 6  
Clinic: 0  
Work Exp.: 0  
Credit: 4  
This course covers maintenance and light repair of transportation suspension, steering, and brake systems. Topics include general servicing and inspection procedures of steering and suspension systems, wheels and tires, and drum and disc brakes including hydraulic and power-assist units. Upon completion, students should be able to perform maintenance and light repair of transportation suspension, steering, and brake systems.
TRN 112 Powertrain Maint/Light Repair
This course covers maintenance and light repair of transportation engines, automatic and manual transmission/transaxles, engine performance systems, and HVAC systems. Topics include general servicing and inspection procedures of engines, engine lubrication and cooling systems, automatic and manual transmission/transaxles, HVAC components, and fuel, air induction, and exhaust systems. Upon completion, students should be able to perform maintenance and light repair of transportation engines, automatic and manual transmission/transaxles, engine performance systems, and HVAC systems.

TRN 120 Basic Transp Electricity
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

TRN 120A Basic Transp Electrical Lab
Corequisite: State, Take: TRN 120
This course provides a lab that allows students to enhance their understanding of electrical components and circuits used in the transportation industry. Topics include inspection, diagnosis, and repair of electrical components and circuits using appropriate service information for specific transportation systems. Upon completion, students should be able to diagnose and service electrical components and circuits used in transportation systems.

TRN 140 Transp Climate Control
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

TRN 140A Transp Climate Cont Lab
Corequisite: State, Take: TRN 140
This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

TRN 145 Adv Transp Electronics
Prerequisite: State, TRN 120
This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLC’s, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLC’s, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.
TRN 170 Pc Skills for Transp
This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

TRN 180 Basic Welding for Transp
This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard.

TRUCKING OPERATIONS MANAGEMENT

TOM 120 Introduction to Trucking
This course provides an introduction to the history, regulations, safety and security of the trucking industry and various regulatory agencies. Topics include the regulations of the Department of Transportation, Federal Motor Carrier Safety Administration (FMCSA), State Police, OSHA, EPA and local police as related to the trucking industry. Upon completion, students should be able to define the audit process, CSA (Compliance, Safety, Accountability) requirements, safety plans, accident investigation, hours of service, security, and the federal regulations for driving or operating a truck or a large commercial vehicle.

TOM 130 Fleet Maintenance
This course provides an overview of the fleet maintenance management operations in the trucking industry. Topics include trucking regulations, managing a maintenance shop, key performance indicators (KPI), maintenance management systems, and truck/trailer specifications. Upon completion, students should be able to define the requirements of fleet maintenance management skills in a trucking based company.

TOM 250 Operations of Trucking I
This course provides an overview of operating a trucking business. Topics include the business, marketing, economics, finance, accounting, freight brokerage and entrepreneurship aspects of operating a trucking business. Upon completion, students should be able to define the skills and personnel needed to operate a successful trucking business.

TOM 260 Operations of Trucking II
Prerequisite: State, TOM 250
This course covers the advanced aspects of operating a trucking business. Topics include the advanced aspects of business, marketing, economics, finance, accounting, freight brokerage and entrepreneurship aspects of operating a trucking business. Upon completion, students should be able to demonstrate the skills needed to operate a trucking business.
UNMANNED AIRCRAFT SYSTEMS

**UAS 110 Intro to UAS Operations** 3 0 0 0 0 3
This course provides an introduction to the history, various technologies, and capabilities of unmanned aircraft systems (UAS). Topics include UAS history, operational design and capabilities, popular applications, and the science of flight. Upon completion, students should be able to identify and explain common aspects of unmanned aircraft systems including their historical development, commonly utilized technologies, applications, and unit flight capabilities.

**UAS 111 Unmanned Aircraft Systems** 3 0 0 0 0 3
This course provides students with the various products and technologies commonly associated with unmanned aircraft systems utilized by hobbyists, government, industry, and the military. Topics include data acquisition, operations and the various technologies associated with unmanned flight. Upon completion, students should be able to demonstrate an understanding of flight control operations including programming telemetry and data acquisition.

**UAS 112 UAS Communications/Telemetry** 3 0 0 0 0 3
This course provides students with basic operational knowledge of unmanned aircraft flight communication and telemetry. Emphasis is placed on programming of specific operational cross-country flight data to include point-to-point navigation, site drop communications, and placement. Upon completion, students should be able to plan, implement and complete an aerial flight operational drop.

**UAS 150 UAS Flight Simulation** 2 3 0 0 0 3
This course introduces learners to a flight simulator to help them build and develop knowledge in flight dynamics, the proper manipulation of aircraft controls, and the ability to accurately monitor sensor functions. Emphasis is placed on developing the learner's flight and control skills that will be utilized to operate an unmanned ground control station which is dependent upon piloting and control skills. Upon completion, students should be able to demonstrate the proper use of flight controls required to maintain a non-eventful simulated or actual UAS flight as well as one requiring emergency corrections.

**UAS 152 Remote UAS Sensing & Control** 2 2 0 0 0 3
This course provides the student with the necessary skills training required to maintain a controlled unmanned aircraft systems (UAS) flight utilizing appropriate remote sensing devices and vehicle controls. Topics include planning and conducting a series of UAS flying missions, including determining alternate courses of action where required, through guided discussion while utilizing a team approach. Upon completion, students should be able to work in teams to successfully manipulate and control a UAS flight.

**UAS 230 UAS Aerial Photo Surveys** 2 2 0 0 0 3
This course introduces students to some of the popular unmanned aerial photographic applications commonly utilized in commercial unmanned aircraft systems (UAS) operations involving aerial surveys and photography. Topics include aerial photography and equipment, aerial vehicles, examples of successful UAS survey and photographic business models, and Federal Aviation Regulations governing airspace applications. Upon completion, students should be able to plan, implement and conduct a successful photo aerial survey mission.
WORK-BASED LEARNING

WBL 110 World of Work
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
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.

WBL 112 Work-Based Learning II
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.

WBL 115 Work-Based Learning Seminar I
Corequisite: State, WBL 111, WBL 112, WBL 113 or WBL 114
Colleges may add a local suffix to the course number, if needed, to indicate sections if several programs include the same WBL course number. Colleges may also add a program descriptor to the title, such as "Work-Based Learning I-Welding".

WBL 121 Work-Based Learning II
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.

WBL 122 Work-Based Learning II
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.

WBL 125 Work-Based Learning Seminar II
Corequisite: State, WBL 121 or WBL 122
This course provides an opportunity to apply work-based learning competencies related to the student's program of study. Emphasis is placed on discussion of and the application of work-based competencies within the curriculum components. Upon completion, students should be able to clearly relate their work-based learning experiences to the established program student learning outcomes.
WBL 131 Work-Based Learning III 0 0 0 10 1
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.

WBL 132 Work-Based Learning III 0 0 0 20 2
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.

WBL 211 Work-Based Learning IV 0 0 0 10 1
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.

WBL 212 Work-Based Learning IV 0 0 0 20 2
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.

WELDING

WLD 110 Cutting Processes 1 3 0 0 2
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 0 2
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate 2 9 0 0 5
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.
WLD 115A SMAW (Stick) Plate  
Class: 1  
Lab: 6  
Clinic: 0  
Work Exp.: 0  
Credit: 3  

WLD 115B SMAW (Stick) Plate  
Prerequisites: Local, WLD 115A  
WLD 115A and WLD 115B are the equivalent of WLD 115

WLD 116 SMAW (Stick) Plate/Pipe  
Prerequisite: State, WLD 115  
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 116A SMAW (Stick) Plate/Pipe  
Class: 1  
Lab: 3  
Clinic: 0  
Work Exp.: 0  
Credit: 2  

WLD 116B SMAW (Stick) Plate/Pipe  
Prerequisite: Local, WLD 116A  
WLD 116A and WLD 116B are the equivalent of WLD 116

WLD 121 GMAW (MIG) FCAW/Plate  
Class: 2  
Lab: 6  
Clinic: 0  
Work Exp.: 0  
Credit: 4  

WLD 122 GMAW (MIG) Plate/Pipe  
Prerequisite: State, WLD 121  
This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

WLD 131 GTAW (TIG) Plate  
Class: 2  
Lab: 6  
Clinic: 0  
Work Exp.: 0  
Credit: 4  

WLD 131AB GTAW (TIG) Plate  
Prerequisite: Local, WLD 131AB  
WLD 131AB and WLD 131BB are the equivalent of WLD 131

WLD 131BB GTAW (TIG) Plate  
Prerequisite: State, WLD 131  
This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WLD 132 GTAW (TIG) Plate/Pipe  
Prerequisite: State, WLD 131  
This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.
WLD 141 Symbols & Specifications  Class  2  Lab  2  Clinic  0  Work Exp.  0  Credit  3
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 143 Welding Metallurgy  Class  1  Lab  2  Clinic  0  Work Exp.  0  Credit  2
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

WLD 151 Fabrication I  Class  2  Lab  6  Clinic  0  Work Exp.  0  Credit  4
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

WLD 215 SMAW (stick) Pipe  Class  1  Lab  9  Clinic  0  Work Exp.  0  Credit  4
Prerequisite: State, WLD 115 or WLD 116
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 221 GMAW (MIG) Pipe  Class  1  Lab  6  Clinic  0  Work Exp.  0  Credit  3
Prerequisite: State, WLD 122
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 GMAW welds to applicable codes on pipe with prescribed electrodes in various positions.

WLD 231 GTAW (TIG) Pipe  Class  1  Lab  6  Clinic  0  Work Exp.  0  Credit  3
Prerequisite: State, WLD 132
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  Class  1  Lab  6  Clinic  0  Work Exp.  0  Credit  3
Prerequisite: State, WLD 151
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  Class  1  Lab  3  Clinic  0  Work Exp.  0  Credit  2
Prerequisite: State, WLD 115, WLD 121, and WLD 131
This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for pre-qualified 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

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.
BOARD OF TRUSTEES 2018-2019

Mr. Randy Smith, Chairman
Mr. Rod Evans, Vice-Chairman

Expiration of Term

APPOINTED BY THE GOVERNOR

Mr. Kenneth Blizzard  June 30, 2019
Mrs. Connie Huffman  June 30, 2020
Dr. Pradeep Arumugham  June 30, 2021
Ms. June Cummings  June 30, 2022

APPOINTED BY LENOIR COUNTY BOARD OF EDUCATION

Mr. Thomas White  June 30, 2019
Mr. Rod Evans  June 30, 2020
Mr. Randy Smith  June 30, 2021
Ms. Maxine Cooper  June 30, 2022

APPOINTED BY LENOIR COUNTY BOARD OF COMMISSIONERS

Mr. Earl Heath  June 30, 2019
Mr. James L. Hardison  June 30, 2020
Mr. Thomas H. Salter  June 30, 2021
Mr. Greg Floyd  June 30, 2022

APPOINTED BY GREENE COUNTY BOARD OF COMMISSIONERS

Mr. Jerry Jones  June 30, 2020
Mr. Denny Garner  June 30, 2021

APPOINTED BY JONES COUNTY BOARD OF COMMISSIONERS

Mrs. Carol M. Hood  June 30, 2019
Mr. Charley Jones  June 30, 2021

President, Student Government Association  Ex Officio
Hunt, Rusty  
President  
B.S.—University of North Carolina at Charlotte  
C.P.A.—NC State Board of C.P.A.’s  
M.B.A.—Liberty University  
Ed. D.—Wingate University

Carraway, Jimmy (Jay)  
Vice President of Continuing Education  
B.S., M.A., Ed.D.—East Carolina University

Grimes, Deborah  
Senior Vice President of Instruction and Student Services  
B.S., M.A.Ed., Ed.D.—East Carolina University

Sutton, Deborah  
Senior Vice President of Administrative Services/Chief Operating Officer  
A.A.—Lenoir Community College  
B.S.—East Carolina University  
C.P.A.—NC State Board of C.P.A.’s

Black, John Paul  
Dean of Student Services/Title IX Coordinator  
B.A.—Elon University  
M.A.Ed., Ed.D—East Carolina University

Huneycutt, Richy  
Director of Marketing, Recruiting and Communications/Assistant to the President  
B.A.—East Carolina University

Johnson, Tasha  
Director of Human Resources/Deputy Title IX Coordinator  
B.S.—Mount Olive College  
M.S.—Western Carolina University

Kennedy, Jeanne  
Director of Institutional Advancement/Assistant to the President  
A.A.—Lenoir Community College  
B.S.—North Carolina Wesleyan College  
Certificate in Nonprofit Management—Duke University  
M.A.—Liberty University
ADMINISTRATORS OF INSTRUCTIONAL PROGRAMS

Brown, Maggie  Dean of Industrial Technologies  
B.S., M.A.—East Carolina University

Clements, Gary  Dean of Business Technologies  
A.A.S.—Lenoir Community College  
B.S.—Mount Olive College  
M.S.A.—Central Michigan University

Maddox, Timothy  Dean of Arts and Sciences  
B.A.—Southeastern Free Will Baptist College  
M.M.—Bob Jones University

Welch, Alexis  Dean of Health Sciences and Nursing  
B.S.N.—Atlantic Christian College  
M.A.E.—East Carolina University  
Ed.D.—North Carolina State University
Atkinson-King, La Verne  Financial Aid Verification Coordinator
A.A.S.—Lenoir Community College
B.S.—North Carolina Central University
M.S.—East Carolina University

Banks, Carl  Chief HSE Examiner
A.A.S.—Lenoir Community College
B.S.—Mount Olive College

Battle, Paula  Transitional and Career Studies Assessment Specialist/Recruiter
B.S.—North Carolina A & T State University

Blackwell, Judith  Switchboard Operator/Receptionist
A.A.S.—Lenoir Community College
B.S.—East Carolina University

Boseman, Darla  Emergency Medical Science Instructor/Coordinator
B.S.—Louisiana State University and A&M College

Bynum, Faith  Director of Health Related Programs—Continuing Education
A.A.S.—Lenoir Community College
B.S.—North Carolina A & T State University
M.A.Ed.—East Carolina University
Ed.D.—Nova Southeastern University

Carmon, Elaine  Human Resources Officer
B.B.A.—North Carolina Central University

Carter, Crystal  Helpdesk Manager/Trainer
A.A.S.—Lenoir Community College
A.A.S.—College of the Albemarle

Carter, Wesley  Occupational Extension and Curriculum Instructor—Emergency Medical Services
A.A.S.—Lenoir Community College
B.S.—North Carolina Wesleyan College
M.B.A.—Liberty University

Coats, Benny  Occupational Extension Instructor—Greene County Prison Programs
B.S.—East Carolina University

Cotto, Carlos  Director of Latino Programs
B.S.—Embry-Riddle Aeronautical University
M.S.—Central Michigan University

Cox, Larisa  Webmaster
A.A.S.—Lenoir Community College
Davis, Cecil  
System Analyst  
A.A.S.—Lenoir Community College

Egleton, Tezra  
Greene County Correctional Programs Coordinator  
B.S.B.A.—Fayetteville State University

Garafolo, Richard  
Director of the Learning Resources Center  
B.A.—Baldwin-Wallace College  
M.L.S.—North Carolina Central University

Gardner, Biscello (Lee)  
Director of Safety

Gibbs, Jeffrey  
Director of Financial Aid  
B.S.—North Carolina Wesleyan

Grady, Denise  
Registrar – Continuing Education  
A.A.S.—Lenoir Community College

Graham, Shelia  
Distance Education Coordinator  
A.S.—Lenoir Community College  
B.S.B.E.—East Carolina University

Grant, Ika  
Workforce Innovation and Opportunity Act Career Consultant  
B.A.—North Carolina Central University  
M.S.—Central Michigan University

Gutierrez, Oscar  
Systems Manager  
B.S.—East Carolina University

Hannibal, Gregor  
Director of Small Business Center/  
Microenterprise Loan Program Agent  
B.A.—North Carolina Central University

Harris, Arriana  
ADA/Admissions Counselor  
B.A.,M.S.—East Carolina University

Harris, Vertricia  
Transitional and Career Studies Coordinator  
B.A., M.A.—East Carolina University

Heis, Robert  
NC Motorcycle Safety Education Program  
Range and Equipment Manager  
A.A.S—Air University—Community College of Air Force

Hill, Karen  
Academic Transition Coordinator  
B.S.B.A., M.A.Ed.—East Carolina University**  
Ed.S.—Walden University

Hill, Kimberly  
Director of Admissions  
B.A.—University of North Carolina at Chapel Hill  
M.A.—Liberty University
Hill, Walter  Transitional and Career Studies Instructor  
B.S.—Mount Olive College  
M.S.—Walden University

Irsik, Sherry  Work-Based Learning Coordinator  
B.S.—Kansas State University

Kantz, Dawn  Director of Continuing Education Special Programs  
B.S.B.A.—Youngstown State University  
M.A.Ed.—East Carolina University

Kennedy, Mallory  Student Recruiter  
A.A.—Lenoir Community College  
B.S.B.A.—East Carolina University

King, Sharon  College Liaison-Greene Early College High School  
A.A.S.—Lenoir Community College  
B.S.—Mount Olive College

Koonce, B.J.  Director of Environmental Services/Equipment Coordinator  
A.A.—Lenoir Community College

Lemon, Johnnie  Transitional and Career Studies Instructor—  
Greene County Prison Programs  
B.A.—North Carolina Central University  
M.S.—East Carolina University

Leonard, Janice  Transitional and Career Studies Coordinator  
A.S.—Mount Olive College  
B.A.—North Carolina Wesleyan College

Long, Jason  Emergency Medical Science Instructor/ Coordinator  
A.A.S.—Lenoir Community College

Lovick, Reed  Director of Maintenance  
Diploma—School of Interior Design, Atlanta  
Diploma—PCDI  
School of Home Inspections License—North Carolina State Home Inspector

Marshall, Dominique  First Year Experience and College Success Coordinator  
B.A., M.A.—East Carolina University

May, Brian  Network Administrator  
A.A.S.—Pitt Community College  
B.S.—East Carolina University

McLawhorn, Daniel  Director of Basic Law Enforcement Training/Instructor  
A.A.S.—Lenoir Community College
McMahon, Jessica  Director of Financial Services  
A.A., A.A.S.—Lenoir Community College  
B.S.B.A., M.B.A.—East Carolina University

McMillion, Jamal  Student Success Advisor  
B.A.—Fort Valley State University

Miller, Jason  Associate Dean— Greene County Centers  
B.S., M.A.—East Carolina University

Moye, Hannah  Literacy Education Information System Data Specialist  
A.A., A.A.S.—Lenoir Community College  
B.S.—Fayetteville State University

Moye, Misty  Adult High School Coordinator  
B.S.—Mount Olive College  
M.S.—University of Phoenix

Newton, Jr. Bennie  Adult Basic Education/High School Equivalency Instructor—  
Greene County Correctional Programs  
B.S.B.A.—East Carolina University  
M.S.—Walden University

Nobles, Robert  System Administrator  
A.A., A.S.—Lenoir Community College  
B.S.—East Carolina University

Nobles, Susan  Research Coordinator  
A.A.S., Diploma, Certificate—Lenoir Community College

Parson, Bruce  Business Manager  
B.A., M.A.Ed.—East Carolina University

Pate, Jordan  Assistant Director of Public Safety Programs—  
Administration and Instruction  
A.A.S.—Lenoir Community College  
B.S.—Western Carolina University

Pearson, Katherine  Development Coordinator  
B.S.—University of Mount Olive

Phillips, Lindsay  NC Works Career Coach—Lenoir County  
B.A.—University of North Carolina at Chapel Hill

Phillips-Williams, Donna  Student Services Manager  
A.A.—Lenoir Community College  
B.S.—Mount Olive College  
M.B.A.—Liberty University

Powers, Matthew  Printing Technician  
A.A.S.—Lenoir Community College
Price, Tracey  
Workforce Innovation and Opportunity Act Youth Counselor  
A.A.S.—Lenoir Community College

Pridgen, John  
Transitional and Career Studies Instructor—  
Greene County Correctional Programs  
B.A.—North Carolina Wesleyan College  
M.A.—University of North Carolina at Chapel Hill

Pridgen, Terrell  
Financial Aid Systems Specialist  
A.S.—Lenoir Community College

Rhodes, Jennings  
Occupational Extension and Curriculum Instructor—  
Emergency Medical Services  
A.A.S.—Lenoir Community College

Rhodes, Kenneth  
Occupational Extension Coordinator/Fire Instructor  
A.A.S.—Coastal Carolina Community College

Saunders, Davon  
PC Technician  
B.S.—Elizabeth City State University  
M.S.—North Carolina A&T State University

Searles, III Joseph  
PC Technician  
A.A.S.—Pitt Community College

Seymour, Fred  
Transitional and Career Studies Instructor/Recruiter—  
Jones County Center  
B.B.A.—Roanoke College

Shivar, Sherwood  
Occupational Extension Coordinator  
A.A.S.—Lenoir Community College

Smith, Jason  
Director of La Grange Center  
A.A.—Lenoir Community College  
B.S.—Winston-Salem State University

Smith, Terry  
Workforce Innovation and Opportunity Act Career Advisor  
B.S.—University of Mount Olive  
M.E.D.—North Carolina Central University

Solomon, George  
Emergency Medical Science Coordinator/Instructor  
A.A.S.—Lenoir Community College

Sparrow, Zakiya  
NC Works Career Coach-Greene County  
B.S., M.S.—East Carolina University

Stewart, Lisa  
Occupational Extension and Curriculum Instructor—  
Emergency Medical Services—Jones County Center  
A.A.S.—Lenoir Community College
Stroud, Dusk  
Workforce Development Coordinator  
A.A.—Lenoir Community College  
B.S.B.A.—East Carolina University

Sutton, Renée  
Dean of Continuing Education  
B.S.—University of North Carolina at Wilmington  
M.A.—Liberty University

Sutton, Calvin  
College Liaison—Lenoir County Early College H.S.  
B.S.—Elon University

Swinson, Annette LeChea  
Emergency Medical Science Coordinator/Instructor  
A.A.S.—Lenoir Community College

Taft, Samara  
Director of WIOA Title I Programs/NC Works Career Center Manager  
A.A.S.—Lenoir Community College  
B.S.—North Carolina Wesleyan College

Taggert, Jordan  
Emergency Medical Science Coordinator/ Instructor  
A.A.S.—Lenoir Community College

Taylor, Jimmy  
Marketing Assistant  
B.S.—Mount Olive College

Taylor, Reid  
Director of Industry Training  
A.A.S.—Lenoir Community College  
B.S.—Mount Olive College  
M.A.—Central Michigan University

Tilghman, Gary  
Occupational Extension Coordinator—Greene County Center  
B.S.—East Carolina University

Tilghman, Justin  
Director of Public Safety Programs  
B.A.—Campbell University  
M.S.—Eastern Kentucky University  
M.A.—Liberty University

Turner, Christine  
Emergency Medical Services Program Chair/Occupational Extension/Curriculum Instructor  
A.A.S.—Lenoir Community College

Virag, Janos  
Aerospace Manufacturing Instructor  
Diploma—St. Lawrence College

Wagner, Bob  
Director of NC Motorcycle Safety Education Program  
A.A.—Hutchinson Community College  
B.F.A., B.S.—Emporia State University  
M.F.A.—University of Minnesota
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education Details</th>
</tr>
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</table>
| Wallace-Koonce, Josephine | Instructional Coordinator                     | A.A.S.—Lenoir Community College  
B.S.—North Carolina Wesleyan  
M.A.—Central Michigan University |
| Walston, Dustin        | Director of Transitional and Career Studies   | B.S., M.A. Ed.—East Carolina University                                             |
| Weatherford, John      | Aerospace Manufacturing Instructor            | B.S.—Embroy-Riddle Aeronautical University                                         |
| Welch, Jason           | Stet Specialist                                | B.S.—University of North Carolina at Wilmington                                    |
| Werline, Meredith      | Financial Aid Advisor                         | B.A.—Meredith College                                                              |
| Wetherington, Lee      | Dean of Administrative Services               | A.A.—Lenoir Community College  
B.S.—East Carolina University                                                     |
| Wiggins, Gloria        | Director of Jones County Center               | A.A.S.—Lenoir Community College  
B.S.—Mount Olive College  
M.S.—Walden University                                                          |
| Wiggins, Mary Margaret | Transitional and Career Studies Instructor    | —Greene County Center  
B.S.—Barton College                                                               |
| Wiggins, Shelia        | Registrar                                     | A.A.S.—Lenoir Community College  
B.S.—Mount Olive College                                                           |
| Wilson, Athena         | High School Programs Coordinator/ Counselor   | B.S., M.S.—North Carolina A&T State University                                    |
| Wilson, Deborah Jo     | Director of Distance Education and Institutional Effectiveness | B.S.—East Carolina University                                                      |
| Wilson, Kamesha        | Assistant Registrar                            | A.A.S.—Lenoir Community College                                                   |
| Wilson, Paula          | Transitional and Career Studies/Occupational Extension Coordinator—Greene County Center | B.A.—East Carolina University                                                      |
| Wimberly, Syrina       | Veterans Representative/ Financial Aid Counselor | A.G.E.—Pitt Community College                                                      |
Wooten, Lisa  
Workforce Innovation and Opportunity Act Career Advisor  
B.A., M.A.— Ashford University

Wynne, Joy  
Instructional Coordinator/Liaison— Jones County  
B.S.— University of Mount Olive
FACULTY

Almengor, Dana  Biology Instructor
B.S.—North Carolina State University
M.A.T.—University of West Alabama

Barker, Vicki  Associate Degree Nursing Program Chair/Instructor
R.N., B.S.N.—University of Tennessee
M.S.N.—East Carolina University

Barnes, Laura  Social/Behavioral Sciences Instructor
B.A., M.A.—Marist College
M.A.—East Carolina University

Barnes, Shelly  Director of Student Support/
Health and Physical Education Instructor
B.S.—High Point University
M.A.—East Carolina University

Bates, Christine  English Instructor
B.A., M.A.—East Carolina University

Berg, Carla  Office Administration/
Medical Office Administration Program Chair/Instructor
B.S.—Barton College
M.A., C.A.S.—East Carolina University

Berg, Matthew  Supply Chain Management/Mechanical Engineering Technology
Program Chair/Instructor
A.S.—Lenoir Community College
B.S.—East Carolina University

Bianchi-Hall, Cecilia  Biology Instructor
B.S.—University of Buenos Aires
M.S., Ph.D.—North Carolina State University

Brothers, Jane  Religion Instructor
B.A.—University of North Carolina at Chapel Hill
M.A.—East Carolina University
M. Div.—The General Theological Seminary

Brown, Alicia  Nursing Instructor
A.D.N.—James Sprunt Community College
B.S.N., M.S.N.—East Carolina University

Brown, Stephanie  Nursing Instructor
A.D.N.—James Sprunt Community College
B.S.N., M.S.N.—East Carolina University

Campbell, Stewart  Business Administration Department Chair/Instructor
B.A., M.B.A.—East Carolina University

Carroll, Ashley  Acting Clinical Coordinator/Instructor
A.A.S.—Lenoir Community College
Cavenaugh, Valerie  
Spanish Instructor  
B.S.—Southern Illinois University, Carbondale  
M.S.—University of Tennessee

Copley, Michael  
Gunsmithing Instructor  
A.A.S.—Lenoir Community College

Cruz, Jessica  
Music Instructor  
M.Div.—Campbell University

Cullipher, Sterling  
English Instructor  
B.S.—University of North Carolina at Wilmington  
M.A.—East Carolina University

Dail, Rebecca  
Medical Assisting Program Chair/Clinical Coordinator/Instructor  
A.A.S.—Lenoir Community College

Davis, Bethany  
Nursing Instructor  
R.N., B.S.N.—Pensacola Christian College  
M.S.N.—University of Phoenix

Dolde, Nathan  
Art Instructor  
B.F.A., M.F.A.—East Carolina University

Downie, Dwight  
Graphic Arts and Imaging Technology Program Chair/Instructor/Printing Department Head  
A.A.—Chowan College  
B.S.—Appalachian State University

Edwards, Stephen  
Industrial Systems Program Chair/Computer-Integrated Machining Technology Instructor  
A.A.S.—Craven Community College

Eubanks, Sandra  
Nursing Instructor  
B.S.N., M.S.N.—East Carolina University

Evans, Toby  
Automotive Customizing Technology Program Chair/Instructor  
A.A.S.—Wilkes Community College

Felzer, Steven  
Mathematics Program Chair/Instructor  
B.A., M.A.—University of North Carolina at Wilmington  
Ph.D.—North Carolina State University

Futrell, Rita  
Developmental Mathematics Instructor  
B.A.—University of North Carolina at Wilmington  
M.A.Ed.—East Carolina University

Glinka, Steve  
Clinical Polysomnography Coordinator/Instructor  
B.S.—William Peace University
Grady, Kristy  Accounting Instructor  
A.A.—Lenoir Community College  
B.S.B.A., M.S.A.—East Carolina University

Gridley, Jane  Early Childhood Associate Program Chair/Instructor  
B.S.—East Carolina University

Hargett, Grant  Mathematics Instructor  
B.S., M.S.—Clark Atlanta University

Harrison, Douglas  Graphic Arts and Imaging Technology Instructor—Greene County Center  
B.A.—NC State University

Harvell, Justin  Welding Technology Instructor  
A.A.S.—Sampson Community College

Hill, Russell  Computer Integrated Machining Instructor  
A.A.S.—Lenoir Community College

Jennings, Jeffrey  Aviation Management and Career Pilot Technology Program Chair/Instructor  
A.A.S.—Guilford Technical Community College  
B.S.—Embry-Riddle Aeronautical University

Jones, Carla  Office Administration/Medical Office Administration Instructor  
A.A.S.—Wayne Community College  
B.S.—University of Mount Olive

Jones, David  Computer Engineering Technology Program Chair/Instructor  
A.A.S.—Lenoir Community College  
B.S., M.S.—East Carolina University

Jones, Tyrone  Medical Assisting Instructor  
A.A.S.—Lenoir Community College  
B.S.—Miller-Motte College

Keffer, Ashley  English/ Humanities/ Communications Program Chair/Instructor  
B.A., M.A.—East Carolina University

Kennedy, Alice  Radiography Program Chair/Instructor  
Certificate—Lenoir Memorial Hospital School of Radiography  
B.S.—Mount Olive College  
M.A.—East Carolina University

Luppino, Andrew  Computer-Integrated Machining Technology Program Chair/Instructor  
A.A.S.—Lenoir Community College

Mackey, Lysa  Biology Instructor  
B.S., M.A.—East Carolina University
Mauney, Hope Horticulture Technology Program Chair/Instructor  
B.S., M.S.—North Carolina State University

Mejia, Daniel Chemistry Instructor  
B.S., M.S.—East Carolina University

Messner, Maria Chemistry/Biology Instructor  
B.A.—University of Missouri
Ph.D.—Saint Louis University

Mitchell, Kimberly Cosmetology Instructor  
A.A.S.—Lenoir Community College
Licensed Instructor, North Carolina State Board of Cosmetic Arts

Moore, Warren Human Services Technology Program Chair/Social Work Instructor  
A.A.S.—Pitt Community College
B.S., M.S.W.—East Carolina University

Niles, Becky Nursing Instructor  
B.S.N., M.S.N.—East Carolina University
Ph. D.—Capella University

Parker, Ana Psychology Instructor  
B.A.—University of North Carolina at Charlotte
M.A.—East Carolina University

Parker, Kevin Developmental Mathematics Instructor  
A.A.—Strayer College
B.S.—University of Maryland
M.B.A.—University of Phoenix

Payne, Beth Polysomnography Program Chair/Instructor  
A.A.S.—James A. Rhodes State College
B.S.—University of North Carolina Charlotte
Registered Polysomnographic Technologist
Registered Respiratory Therapist

Pearce, David Automotive Systems Technology Program Chair/Instructor  
A.A.S.—Lenoir Community College
ASE Certified Master Automobile Technician

Perry, Jason Physics/Astronomy Instructor  
B.S.—North Carolina A&T State University
M.S.—University of Georgia

Phipps, Marilyn Business Administration Instructor  
A.A.S.—Lenoir Community College
B.A.—University of North Carolina at Chapel Hill
M.B.A.—East Carolina University

Quinn, Greta History/Political Science Instructor  
B.S.—University of North Carolina at Chapel Hill
M.A.—East Carolina University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riley, Christy</td>
<td>Cosmetology Program Chair/Instructor</td>
<td>A.A.S.—Lenoir Community College Licensed Instructor, North Carolina State Board of Cosmetic Arts</td>
</tr>
<tr>
<td>Rodgers, Robbie</td>
<td>Developmental English/Reading Instructor</td>
<td>B.S., M.A.—East Carolina University</td>
</tr>
<tr>
<td>Schrader, Daniel</td>
<td>Automotive Systems Technology Instructor</td>
<td>Diploma—Coastal Carolina Community College A.A.S. —Lenoir Community College</td>
</tr>
<tr>
<td>Shaw, Lisa</td>
<td>Learning Assistance Program Tutorial Lab Coordinator</td>
<td>B.A.—East Carolina University B.A.—University of North Carolina at Greensboro</td>
</tr>
<tr>
<td>Spears, Jimi</td>
<td>Surgical Technology Program Chair/Instructor</td>
<td>A.A.S., ADN-RN—Lenoir Community College Certificate, Surgical Technology—Lenoir Community College</td>
</tr>
<tr>
<td>Stanley, Erica</td>
<td>Early Childhood Instructor</td>
<td>B.S., M.A.—East Carolina University</td>
</tr>
<tr>
<td>Taylor, Tara</td>
<td>Sustainable Agriculture Program Chair/Instructor</td>
<td>B.S., M.S.—North Carolina State University</td>
</tr>
<tr>
<td>Taylor-Philyaw, Wendy</td>
<td>Developmental Mathematics Department Chair/Instructor/QEP Director</td>
<td>B.S.—East Carolina University</td>
</tr>
<tr>
<td>Tilghman, C.C.</td>
<td>Health and Physical Education Instructor/Head Baseball Coach</td>
<td>A.A.—Lenoir Community College B.S.—East Carolina University M.A.Ed.—University of Phoenix</td>
</tr>
<tr>
<td>Turnage, Kimberly</td>
<td>English Instructor</td>
<td>B.A.—East Carolina University B.A., Ph.D.—State University of New York at Buffalo</td>
</tr>
<tr>
<td>Tyndall, Jonathan</td>
<td>Engineering Program Chair/Instructor</td>
<td>B.S.—North Carolina State University M.A.—East Carolina University</td>
</tr>
<tr>
<td>Tyndall, Kenneth</td>
<td>Social/Behavioral Sciences Program Chair/Instructor</td>
<td>B.A., M.A.—East Carolina University</td>
</tr>
<tr>
<td>Walston, Patricia</td>
<td>Culinary Arts Instructor</td>
<td>A.A.S.—Wake Technical Community College B.A.—East Carolina University</td>
</tr>
<tr>
<td>Whealton, Timothy</td>
<td>Gunsmithing Program Chair/Instructor</td>
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</tr>
<tr>
<td>Name</td>
<td>Department/Title</td>
<td>Education 1</td>
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<tr>
<td>Whelan, Jarrett</td>
<td>Natural Sciences Program Chair/Instructor</td>
<td>B.S.—Coastal Carolina University</td>
</tr>
<tr>
<td>Whitley, Susan</td>
<td>Practical Nursing Program Chair/Instructor</td>
<td>B.S.N., M.S.N.—East Carolina University</td>
</tr>
<tr>
<td>Wiggins, Christopher</td>
<td>Nursing Instructor</td>
<td>A.A., A.A.S.—Lenoir Community College</td>
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<tr>
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<td>M.S.—Duke University</td>
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<tr>
<td>Wiggins, Noah</td>
<td>Automotive Systems Technology Instructor</td>
<td>A.A.S.—Lenoir Community College</td>
</tr>
<tr>
<td>Wiley, Kristi</td>
<td>English Instructor</td>
<td>B.A., M.A.—East Carolina University</td>
</tr>
<tr>
<td>Williams, Wandra</td>
<td>Computer Information Technology</td>
<td>Program Chair/Computer Programming Instructor</td>
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<td>A.A.S.—Lenoir Community College</td>
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<td>B.S.—North Carolina Wesleyan</td>
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<td>M.A.Ed.—East Carolina University</td>
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<td></td>
<td>Ed.S.—Walden University</td>
</tr>
<tr>
<td>Worthington, Darlene</td>
<td>Mathematics Instructor</td>
<td>B.A., M.S.—East Carolina University</td>
</tr>
<tr>
<td>Yourdon, Jeff</td>
<td>Culinary Arts Program Chair/Instructor</td>
<td>A.A.S.—Culinary Institute of America</td>
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</tbody>
</table>

**Master’s Degree Plus 30 Semester Hours**

***Master’s Degree Plus 60 Semester Hours***
Acevedo-Rodriguez, Lucia  Instructional Assistant—Continuing Education  B.S.B.A.—Instituto Tecnológico de Celaya
Albert, Audra  Instructional Assistant—Public Safety Programs  B.A.—Temple University
Andrews, Crystal  Instructional Assistant—Continuing Education  A.A.S.—Lenoir Community College
Barr, Barbara  Instructional Assistant—La Grange Center
Dixon, Melissa  Instructional Assistant—Greene County Center  A.A.S.—Lenoir Community College
Grady, Jennifer  Instructional Assistant—Continuing Education  A.A.S.—Lenoir Community College
Green, Maria  Instructional Assistant—Business Technologies  A.A.—Lenoir Community College
Lane, Sarah  Instructional Assistant—Transitional and Career Studies  A.A.S.—Lenoir Community College  B.S.—North Carolina Wesleyan College
Meadows, Charlene  Instructional Assistant—Health Sciences  Executive Secretary Certificate—Latter Day Saints Business College
Smith, Donna  Instructional Assistant—Industrial Technologies  B.S.—East Carolina University
Smith, Roxann  Instructional Assistant—Arts and Sciences
Smith, Sandra  Instructional Assistant—Jones County Center  A.A.S.—Lenoir Community College
STAFF ASSISTANTS

Biggins, Jennifer  
Accounting Assistant—Payroll  
B.S.—Mount Olive College

Davis, Kendi  
Staff Assistant—Student Services  
A.A.—Wayne Community College

Deaver, Rhonda  
Purchasing Agent  
A.A.S.—Lenoir Community College

Futrelle, Bonnie  
Library Assistant  
A.A.S.—Lenoir Community College

Goude, Janeice  
Development Assistant  
B.A.—Morehead State University

Graves, Whitney  
Accounting Assistant—Accounts Payable  
B.S.—North Carolina Wesleyan College

Jones, Cindy  
Administrative Assistant to the Senior VP of Administrative Services  
A.A.S.—Lenoir Community College

Juarez-Diaz, Flor  
Staff Assistant—Continuing Education  
A.A.S.—Lenoir Community College

Madden, Candice  
Accounting Assistant — Accounts Receivable  
B.A.—Mount Olive College

Meadows, Kylie  
Staff Assistant—Distance Education and Institutional Effectiveness  
A.A.S.—Lenoir Community College

Moore, Sharon  
Accounting Assistant  
A.A.S.—Lenoir Community College

Moss, Sharon  
Academic Records Specialist  
A.A., A.A.S.—Lenoir Community College  
B.A.—Mount Olive College

Neathery, Melissa  
Executive Assistant to the President  
B.A.—Mount Olive College

Perry, Betti Ann  
Staff Assistant—Admissions  
A.A.S.—Wayne Community College

Pollard, Lindsay  
Graphic Designer  
A.A.S.—Lenoir Community College
Smith, Amber  Administrative Assistant to the Senior VP of Instruction and Student Services  
A.A.—Pennsylvania State University

Strickland, Judith  Staff Assistant—Human Resources  
A.A.S.—Lenoir Community College

Sullivan, Rose  Assessment Center Specialist  
A.A.S.—Lenoir Community College

Taylor, Charlie  Accounting Assistant/Assistant Equipment Coordinator  
A.A.S.—Lenoir Community College

Tyson, Ashley  Staff Assistant—NC Motorcycle Safety Education Program  
B.S.—Western Carolina University

Uchello, Tammy  Administrative Assistant—Continuing Education  
B.S.—University of Southern Mississippi

Waits, Kathryn  Staff Assistant—Registrar  
A.A.S.—Lenoir Community College

Whaley, Casey  Staff Assistant—Admissions  
A.A.S.—Lenoir Community College

White, Debbie  Accounting Assistant  
A.A.S.—Lenoir Community College  
B.S.B.A.—East Carolina University

White, Janequa  Accounting Assistant – Cashier  
A.A., A.A.S.—Lenoir Community College  
B.S., M.B.A.—Colorado Technical University

Wyatt, Renee  Accounting Assistant—Foundation/Special Funds  
A.A.S.—Lenoir Community College
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Arroyo, Marco</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Bryant, Wallace</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Davis, Richard</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Davis, Thad</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Frederick, Ann</td>
<td>Environmental Services Coordinator</td>
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<tr>
<td>Harris, Charles</td>
<td>Maintenance Worker</td>
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<tr>
<td>Larenas, Ciceron</td>
<td>Environmental Services Technician—Greene County Center</td>
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<tr>
<td>Minch, Timothy</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Palush, Lori</td>
<td>Grounds Coordinator</td>
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<tr>
<td>Rivera, Paula</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Sanderson, Wayne</td>
<td>Building Maintenance Coordinator</td>
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<tr>
<td>Scott, Ray</td>
<td>Environmental Services Technician—Jones County Center</td>
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<tr>
<td>Thompson, Marvin</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Vasquez, Maribel</td>
<td>Environmental Services Technician</td>
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<tr>
<td>Waters, Billy</td>
<td>Environmental Services Technician—Greene County Center</td>
</tr>
<tr>
<td>Whitfield, Elvis</td>
<td>Environmental Services Technician</td>
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