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

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

Caldwell Community College and Technical Institute is dedicated to equality of opportunity for its staff and students. Caldwell Community College and Technical Institute does not discriminate against students, employees, or applicants on the grounds of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. Caldwell Community College and Technical Institute is committed to this policy.

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

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

The Director of Human Resources, Equal Employment Opportunity, Americans with Disabilities Act and Affirmative Action Coordinator.

The Vice President of Student Services, Coordinator of Title IX and Section 504.

Approved by the Board of Trustees, February 9, 2006
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Fall Semester 2015

Monday, August 10 ................................................................. Employee/Kickoff Day
August 10-21 ................................................................. Charge in Bookstore
August 12 ................................................................................. Final Registration
Monday, August 17 ................................................................. 4-Week Minimester I Begins
Monday, August 17 ................................................................. 8-Week Minimester I Begins
August 17-18 ................................................................................. Schedule Change Period
Monday, September 7 ................................................................. Labor Day Holiday/Institution Closed
Tuesday, September 8 ................................................................. No Curriculum Classes
Tuesday, September 15 ................................................................. 4-Week Minimester I Ends
Wednesday, September 16 ............................................................... 4-Week Minimester II Begins
Wednesday, September 16 ............................................................... Constitution Day Activities
Thursday, October 1 ............................................................... FAFSA filing target deadline for Spring 2016
Tuesday, October 13 ................................................................. 8-Week Minimester I Ends
Tuesday, October 13 ................................................................. 4-Week Minimester II Ends
Wednesday, October 14 ................................................................. 4-Week Minimester III Begins
Wednesday, October 14 ................................................................. 8-Week Minimester II Begins
October 15-17 ................................................................. Curriculum Student Fall Break
Wednesday, November 11 ............................................................... Veterans Day Holiday/Institution Closed
Friday, November 13 ................................................................. 4-Week Minimester III Ends
Monday, November 16 ................................................................. 4-Week Minimester IV Begins
Monday, November 16 ................................................................. Current Students Registration Begins
Thursday, November 19-December 3 ............................................................... New Student Registration Begins
Tuesday, November 24 ............................................................... Fall Graduation Application Deadline
Wednesday, November 25 ............................................................... No Curriculum Classes/Institution closes at 5 pm
November 26-28 ............................................................... Thanksgiving Holiday/Institution Closed
Friday, December 4 ................................................................. Spring Tuition Payment Due by 12 pm
Wednesday, December 16 ................................................................. 4-Week Minimester IV Ends
Wednesday, December 16 ................................................................. 8-Week Minimester II Ends
Wednesday, December 16 ................................................................. End of Fall Semester
Thursday, December 17 ................................................................. Grades due by 3 pm
Wednesday, December 23 ............................................................... Institution Closes at Noon
December 24-31 ............................................................... Christmas Holiday/Institution Closed

Spring Semester 2016

January 1 ................................................................. Institution Closed for New Year’s Holiday
January 4 ................................................................. Professional Development Day
January 6 ................................................................. Final Registration
January 5-15 ................................................................. Charge in Bookstore
Monday, January 11 ................................................................. Curriculum Classes Begins
Monday, January 11 ................................................................. 4-Week Minimester I Begins
Monday, January 11 ................................................................. 8-Week Minimester I Begins
January 11-12 ................................................................. Schedule Change Period
Monday, January 18 ................................................................. Martin Luther King Jr. Holiday/ Institution Closed
Monday, February 8 ................................................................. 4-Week Minimester I Ends
Tuesday, February 9 ................................................................. 4-Week Minimester II Begins
Friday, February 19 ................................................................. Spring Graduation Application Deadline
Tuesday, March 1 ............................................................... FAFSA Filing target deadline for Summer 2016
Monday, March 7 ................................................................. 8-Week Minimester I Ends
Monday, March 7 ................................................................. 4-Week Minimester II Ends
Tuesday, March 8 ................................................................. 4-Week Minimester III Begins
Tuesday, March 8 ......................................................... 8-Week Minimester II Begins
Monday, March 28 ..................................................... Easter Monday, Institution Closed
March 28-April 1 ......................................................... Curriculum Student Spring Break
April 4-April 21 ........................................................ Current Student Registration Summer/Fall
April 7-April 21 .......................................................... New Student Summer Registration
Monday, April 11 ....................................................... 4-Week Minimester III Ends
Tuesday, April 12 ........................................................ 4-Week Minimester IV Begins
Friday, April 22 .......................................................... Summer Tuition Payment Due by 12 pm
Friday, May 1 ............................................................. FAFSA filing target deadline for Fall 2016
Monday, May 9 .......................................................... End of Spring Semester
Monday, May 9 .......................................................... 8-Week Minimester II Ends
Monday, May 9 .......................................................... 4-Week Minimester IV Ends
Tuesday May 10 .......................................................... Grades due by 3 pm
Thursday, May 12 ..................................................... AHS/High School Equivalency Graduation
Friday, May 13 ........................................................... Curriculum Graduation

Summer Semester 2016 (10 weeks)
May 11-20 ........................................................................ Charge in Bookstore
Monday, May 16 .......................................................... Final Summer Registration
Wednesday, May 18 .................................................... Curriculum Classes Begin
Wednesday, May 18 .................................................... 1st 5-Week Session Begins
Wednesday, May 18 .................................................... 1st 4-Week Minimester I Begins
Wednesday, May 18 .................................................... 8-Week Minimester I Begins
May 18-19 .................................................................... Schedule Change Period
Monday, May 30 .......................................................... Memorial Day Holiday/ Institution Closed
Tuesday, June 14-August 4 ............................................. Registration for Fall Semester Begins
Wednesday, June 15 .................................................... 1st 4-Week Minimester I Ends
Thursday, June 16 ....................................................... 2nd 4-Week Minimester II Begins
Wednesday, June 22 .................................................... 1st 5-Week Session Ends
Thursday, June 23 ....................................................... 2nd 5-Week Session Begins
Friday, June 24 .......................................................... Deadline to Apply for Summer Graduation
Friday, Saturday, July 1-2 ............................................. No Curriculum Classes
Monday, July 4 ........................................................... Independence Day Holiday/ Institution Closed
Friday, July 15 ............................................................ 2nd 4-Week Minimester II Ends
Friday, July 29 ............................................................ End of Summer Semester
Friday, July 29 ............................................................ 2nd 5-Week Session Ends
Monday, August 1 ...................................................... Grades Due by 3 pm
Friday, August 5 .......................................................... Fall Tuition Payment Due by 12 pm
General Information

History of the College

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

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

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

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

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

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

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

Dr. H. Edwin Beam retired June 30, 1984, after 20 years of service. Dr. Eric B. McKeithan was appointed July 1, 1984, to begin his term as second president. The General Assembly appropriated $250,000 to the college during the short session of 1984. These funds were combined with $129,000 in local appropriations, and a 6,200-square-foot addition was added to E Building to provide state-of-the-art facilities for the nursing, occupational therapy assistant, and physical therapist assistant training programs.

In the spring of 1987, the Watauga County Commissioners renovated a 6,800-square-foot former child care center and turned the facility over to the Watauga campus of Caldwell
Community College and Technical Institute. With seven classrooms, a kitchen, and space for a Small Business Center, a Career Center, a computer lab, and offices, this facility, which was called the Watauga Business Center, provided the college with much needed space for daytime programming, as well as additional space for evening classes.

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

In July of 1988, the North Carolina General Assembly designated $100,000 for the design of the first permanent building on a Watauga County campus. In November of 1988, the Watauga County Commissioners purchased a 39-acre site for the Watauga campus of Caldwell Community College and Technical Institute. The campus is located west of Boone on the 105/421 bypass.

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

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

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

Design of the college’s first permanent site in Watauga County was underway in fall 1995. Construction began in 1996, and the new 23,000-square-foot facility was completed two years later. Overlooking mile-high Grandfather Mountain, the CCC&TI Watauga Campus opened its doors to the community in January 1998 with expanded course offerings and consolidated services. Continuing Education, Student Support and Basic Skills centers remain located at other sites throughout Watauga County.

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

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

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

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

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

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

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

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

The Caldwell County JobLink Center moved to the Forlines Building on the CCC&TI campus in August 2006 to assist with outreach for the unemployed in the community.
In an effort to assist a growing number of dislocated workers, CCC&TI held its sixth “Directions” event in 2007. The events featured comprehensive information on community-wide resources in the areas of education, finances, counseling and more.

CCC&TI partnered with Google in 2007 to launch the first IT Institute. The series of courses, co-developed with Google and the IT industry, equips students with current trends and skills recommended for entry-level positions in information technology.

Large electronic signs were purchased for the Caldwell Campus (2001; sponsored by Bank of Granite), Broyhill Civic Center (2006) and Watauga Campus (2008). The signs improve communication of opportunities and success to the public.

In summer 2006, CCC&TI purchased 13.73 acres of property less than one mile south of the college’s campus in Hudson. The property, along with four existing buildings, makes up the college’s Transportation and Public Service Center, which will eventually house all such programs. Truck driver training was the first program to occupy the new campus in August 2006. Additional funding from a grant awarded by the Economic Development Administration will help to renovate an existing 15,786-square-foot facility into an Automotive Technology Building. Former area for the trucking program on the Caldwell campus allowed for approximately 350 additional parking spaces. An overflow parking area with 100 new paved spaces was also developed across Gunpowder Creek.

An historic regional partnership was formed in 2006 among three local community colleges, CCC&TI, Catawba Valley Community College and Western Piedmont Community College. The collaboration will enhance communication of needs, economic development, effectiveness and efficiency for higher education in the area.

Construction of a new 46,680-square-foot Early College/Multi-Purpose Building began in May 2007 on the northeast end of the Caldwell campus. The facility, which opened fall 2008, houses the Caldwell Early College High School, as well as college multi-purpose classrooms.

CCC&TI earned its fourth superior rating by the North Carolina State Board of Community Colleges in 2007. Performance standards measure overall accountability, student success and satisfaction.

A new 14,000-square-foot Occupational Training Center at CCC&TI’s Watauga campus opened in spring semester 2009. Nursing, construction trades, physical education and art/ceramics classes occupy the space.

In 2010, the college occupied its new Autobody Shop, a 13,125-square-foot building at its Transportation and Public Service Center. The shop includes three bays, a paint booth, classroom, and two offices. Local funding and an EDA Grant funded the $1.1 million project.

CCC&TI also completed its TRANE Energy Efficient contract in 2010, providing all facilities with online temperature control and updating equipment for more cost-efficient savings.

In 2011, CCC&TI renovated its electrical and electronics classrooms and labs. Upgrades included a 3-D printer, portable robots and additional equipment. The project also included the remodeling of Room G-111, formerly the auto body shop, to create six new labs: Advanced Automation, Industrial Controls, Home Technology Integration, Electrical Technology, Fabrication and a student activity area.

Launched in 2011 and completed in 2012, the Learning Resource Center on the Caldwell Campus received a dramatic makeover as well. The project included new carpeting, new furniture, a centrally-located circulation desk, a laptop area and additional computers for student use.

In 2012, construction on a new 1,500-square-foot weight room facility was completed. Adjacent to the gymnasium in E Building, the project was an upgrade from the previous weight room located in D Building with additional space and new equipment.

In late 2012, the Foothills Performing Arts Theatre, located in B Building on the Caldwell campus of CCC&TI received new seating, new carpet and other renovations to
enhance the space.

In 2013, CCC&TI joined the state’s other community colleges to celebrate the North Carolina Community College System’s 50th Anniversary. As part of the celebration, CCC&TI participated in a UNC-TV produced segment about each of the 58 community colleges in North Carolina. The documentary appeared on UNC-TV and on the UNC-TV website.

CCC&TI also celebrated the legacy of Dr. W. Dallas Herring on March 6, 2013. Dr. Herring, a Duplin County native, is considered the philosophical godfather of the state’s Community College System. CCC&TI placed a portrait of Dr. Herring in the main lobby of Beam Hall (A Building) on the Caldwell Campus.

In late 2013 construction began on two new facilities for the college, one located on the Transportation and Public Safety Campus in Hudson and one on the Watauga Campus in Boone. Construction was completed on both facilities in Spring 2014. The TAPS campus building is the new home for CCC&TI’s Basic Law Enforcement Training Program. The new facility on the Watauga Campus houses Continuing Education programs and, for the first time, consolidates the college’s offerings in Watauga County to one location.

The Career Planning and Placement Center also relocated to the Commerce Center, adjacent to the J.E. Broyhill Civic Center in Lenoir. The new Caldwell County NCWorks Career Planning and Placement Center offers employment services for the public in partnership with local employers and partner agencies.

In addition, the space previously occupied by the Career Planning and Placement Center on the first floor of F Building on the Caldwell Campus was renovated to increase classroom and lab space for development education and to create a new space for the Writing Center.

In 2014, CCC&TI marked half a century of service to local students and the community as it celebrated its 50th anniversary. The college commemorated the anniversary with several events throughout the year, including a luncheon for employees and retirees, a special community event at the J.E. Broyhill Civic Center and a birthday bash for students.

The 2013-2014 Cobras Men’s Basketball team had the best season in the history of all athletics at CCC&TI. Following a regular season record of 22-6, the Cobras went on a tremendous run of victories that included winning the Region X and District VII tournaments, and finishing No. 2 in the nation at the NJCAA Division III National Championship Tournament in Loch Sheldrake, N.Y. The team finished with a 29-7 record.

In 2014, CCC&TI marked half a century of service to local students and the community as it celebrated its 50th anniversary. The college commemorated the anniversary with several events throughout the year, including a luncheon for employees and retirees, a special community event at the J.E. Broyhill Civic Center and a birthday bash for students.

In addition, CCC&TI’s Founding President, Dr. H. Edwin Beam gave an address at the 2014 Curriculum Graduation Ceremonies on May 9 to commemorate the college’s 50th anniversary.

At the end of the year, a time capsule containing commemorative items and original essays by students was dedicated and sealed, to be opened in 2064.

In late 2014, the Caldwell Early College High School received recognition as a National Blue Ribbon School, one of only two high schools in the state to receive the designation. CECHS is a partnership between Caldwell Community College and Technical Institute and Caldwell County Schools.

Also in 2014, the Caldwell Campus “D Building” was renovated and became the new home of the college’s Art Department and the Seila Gallery. The space includes classrooms and studios for visual art, print making, painting and more. The “S Building” that previously housed the Art Department was renovated to include classroom and lab space for the Electrical Lineman Program.
Location
Caldwell Community College and Technical Institute is located on 98.3 acres off Highway 321 in Hudson, North Carolina, accessible to the population centers of Lenoir (5 miles), Granite Falls (5 miles), and Hickory (10 miles). The college’s J.E. Broyhill Civic Center is located on 14.4 acres on U.S. 321, 2.5 miles north of the Caldwell campus. In Watauga County, the college has its main instructional facility, student services, College and Career Readiness Center and Continuing Education and Workforce Development Center off Highway 105 on Community College Drive.

Institutional Mission

Purpose
Caldwell Community College and Technical Institute is a public, comprehensive post-secondary institution whose primary service area is Caldwell and Watauga counties. Operating under the legal framework of the State of North Carolina and in partnership with the North Carolina Community College System, we are an open-door institution that values the diversity of its constituencies and offers equal opportunities.

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

Mission
The mission of Caldwell Community College and Technical Institute is to:
• provide accessible, quality instruction to enhance student learning,
• support economic development through comprehensive resources to business, industry, and agencies, and
• offer diverse services and opportunities which improve the quality of life.

Institutional Vision
As an institution of the community and for the community, Caldwell Community College and Technical Institute is committed to creating a supportive learning-centered environment that encourages innovation and creativity and acts as a catalyst for growth in the intellectual, cultural, and economic life of the community. We are responsive to the educational needs of a diverse population and are dedicated to student success by opening doors to educational potential. As we look to the future, Caldwell Community College and Technical Institute will continue to build and maintain academic excellence and economic vitality in the region it serves.

Vision Statement
Caldwell Community College and Technical Institute will continue to be a state,
national, and global community college model for student-centered higher learning. Towards these ends, we will

- Provide diverse educational opportunities that broaden knowledge and enhance skills;
- Create progressive and flexible programs and services responsive to student and community needs;
- Promote educational, personal, social, and economic growth and development;
- Provide student-centered lifelong learning experiences;
- Partner with the broader community to enhance the quality of life through education;

and

- Model exemplary standards of higher education, integrity, and academic and administrative excellence.

Amended and approved by the CCC&TI Board of Trustees, December 17, 2014

Core Values for Improvement

Caldwell Community College and Technical Institute’s core values represent our shared beliefs within the institution. These values define the character or essence of the institution, describe expectations, set standards, and drive our organization’s priorities.

As an institution, we value:

Teaching and Learning – Through excellence in teaching, we foster an educational climate that promotes lifelong learning, intellectual growth, and scholarship.

Student Success – We foster environments and opportunities that are conducive to student learning, development, and success.

Academic Excellence – We are committed to providing exemplary educational experiences.

Innovation – We aspire to improve the college environment through critical and creative thinking.

Integrity – We foster an environment of fairness and honesty by upholding the highest ethical standards throughout the college.

Communication – We recognize that effective communication is essential to establishing a culture that fosters collaboration, strengthens relationships with others, and promotes the mission of the college.

Community – We are committed to creating a positive working and learning environment where we honor relationships and take responsibility for fostering trust, respect, and goodwill. We value active and vital participation in our college community, region, state, and global community.
Performance Measures for Student Success

In February 1999, the North Carolina State Board of Community Colleges developed twelve performance measures for accountability that focus primarily on student success. These measures and standards were accepted and approved by the full State Board in May 2000 for implementation in the fiscal year 2000-2001. Amended in 2013, the performance measures for accountability were adapted to eight annual measures. All community colleges are required to publish performance on the eight measures annually in their electronic catalog or on the Internet, and in its printed catalog each time the catalog is reprinted. The eight Performance Measures and the results for CCC&TI, based on the 2014 Performance Measures for Student Success report are as follows:

A. **Basic Skills Student Progress** – To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency. Description: Percentage of students who progress as defined by an educational functioning level.
   *Baseline: 20.6% Goal: 51.2% CCC&TI: 46.3%

B. **High School Equivalency (HSE) Diploma Passing Rate** – To ensure quality HSE preparation and high levels of HSE attainment. Description: Percentage of students taking at least one HSE test during a program year who receive a HSE diploma during the program year.
   *Baseline: 49.3% Goal: 82.0% CCC&TI: 71.8%

C. **Developmental Student Success Rate in College-Level English Classes** – To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses. Description: Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of “C” or better upon the first attempt.
   *Baseline: 45.2% Goal: 74.9% CCC&TI: 62.3%

D. **Developmental Student Success Rate in College-Level Math Courses** – To ensure remedial math coursework prepares students to success in credit-bearing math courses. Description: Percentage of previous developmental math students who successfully complete a credit math course with a “C” or better upon the first attempt.
   *Baseline: 47.5% Goal: 75.4% CCC&TI: 65.4%

E. **First Year Progression** – To ensure first-year students reach an academic momentum point that helps predict future credential completion. Description: Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“P”, “C” or better) at least twelve of those hours.
   *Baseline: 53.2% Goal: 74.6% CCC&TI: 69.4%

F. **Curriculum Student Completion** – To ensure student completion and persistence toward a post-secondary credential. Description: Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.
   *Baseline: 28.6% Goal: 45.6% CCC&TI: 47.6%
G. **Licensure and Certification Passing Rate** – To ensure programmatic coursework prepares students to competently practice their chosen profession. Description: Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

*Baseline: 71.0%  Goal: 91.7%  CCC&TI: 78.4%*

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

*Baseline: 71.2%  Goal: 93.8%  CCC&TI: 85.4%*

*Source: 2014 Performance Measures for Student Success for the North Carolina Community College System, April 2014*

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**Accreditation**

**Institutional Accreditation**

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

The Commission on Colleges should be contacted only if there is evidence that appears to support an institution’s significant non-compliance with a requirement or standard. All other inquiries about the institution should be addressed directly to Caldwell Community College and Technical Institute and not to the Commission on Colleges.

**Program Accreditation**

CCCTI’s Diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts and Associate in Science programs have been approved by the North Carolina Department of Community Colleges and the State Board of Community Colleges. The following CCCTI programs are listed with their respective program accrediting body.

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

The **Basic Law Enforcement Training Program** is accredited by the North Carolina Department of Justice, Criminal Justice Education and Training Standards Commission.(P.O. Drawer 149, Raleigh, NC 27603. Telephone: (919) 716-6470. Fax: (919) 716-6752.)
The **Medical Sonography** and **Cardiovascular Sonography** programs are fully accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Joint Review Committee on Education in Diagnostic Medical Sonography (www.jrcdms.org) [6021 University Boulevard Suite 500, Ellicott, MO 21043. Telephone: (443) 973-3251].

The **Radiography Program** is accredited by the Joint Review Committee on Education in Radiologic Technology [20 N. Wocker Drive, Suite 900, Chicago, IL 60606-2901. Telephone: (312) 704-5300.]

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

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

The **Physical Therapist Assistant Program** is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association [1111 N. Fairfax Street, Alexandria, VA 22314 Telephone: (703) 706-3245].

The **Ophthalmic Medical Assistant Program** is accredited by the Commission on Accreditation for Ophthalmic Medical Programs (CoA-OMP) [2025 Woodlane Drive, St. Paul, MN 55125-2995. Telephone: (651) 731-2944, fax: (651) 731-0410].

The **Speech Language Pathology Assistant Program** is regulated by North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists [P.O. Box 16885, Greensboro, NC 27416-0885 Telephone: (336) 272-1828]

**Student Success Rates**

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

General Admission Requirements

Caldwell Community College and Technical Institute is open to any adult meeting the admission requirements for the particular course or area in which he/she wishes to enroll. No student is discriminated against because of race, color, religion, sex, disability, creed, national origin, or political affiliation.

Pursuant to 1D SBCCC 400.2, CCC&TI maintains an open-door admissions policy to all applicants who are legal residents of the United States and who are either high school graduates or who are at least 18 years of age. Legal residents of the United States under 18 years of age may also be admitted if they possess a high school equivalency or adult high school diploma. Admissions requirements for an emancipated minor shall be the same as for an applicant 18 years old or older. Provisions with respect to admission of minors are set forth in State Board of Community College Code sections 1D SBCCC200.95 and 1D SBCCC 300.99

High school students may be admitted under concurrent enrollment regulations outlined thus far in Career & College Promise.

CCC&TI shall not solicit or use information regarding accreditation of a secondary school located in North Carolina that a person attended as a factor affecting admission to the college or to any program of study, loans, scholarships or other educational activity at the community college, unless the accreditation was conducted by a State agency.

Undocumented immigrants (defined by federal immigration classification) shall be admitted if he or she attended and graduated from a United States public high school, private school, or home school that operates in compliance with state and local law. Students admitted under this provision are considered out-of-state for tuition purposes and are ineligible to receive federal financial aid. Undocumented students may not enroll in a program of study that has a waiting list or requires state licensure. In addition, these students may not register for classes until after the last published registration period, and may not enroll in a class that has a waiting list. Undocumented students who possess a high school equivalency are not eligible for admissions.

Students who are not residents of North Carolina and wish to enroll in distance learning courses at CCC&TI must reside in a state in which the college is authorized to deliver instruction. The college reserves the right to refuse admission to distance learning courses and programs for any applicant residing in a state where the college is not authorized to provide post-secondary education. Please refer to Consumer Information on the college website for a list of states authorizing CCC&TI to deliver instruction.

Admission to the college does not necessarily mean admission to the curriculum or program desired by the applicant. A student must satisfy the admissions requirements for the desired program of study.
Applicants to CCC&TI should:
• Submit an application for admission
• Request that official transcripts of past high school or equivalent and college work be submitted to the Student Services Office.
• Complete the required placement tests for desired programs.
• Have an interview with a member of the Student Services Office.

Health Sciences Program Policies
Additional procedures are required for students seeking admission in a Health Science Program. Clinical space limits the number of students accepted each year. Contact the Health Science Admissions office for further details or visit the school’s website for current admission requirements.

Student Status

New Students
A new student is any individual who has never attended Caldwell Community College and Technical Institute or any other community college, college or university. An orientation course is available to all new students entering CCC&TI. The courses, ACA 111, College Student Success, and ACA 122, College Transfer Success, assist students with programs, policies, facilities, and personnel on the campus. These courses may be required for students in certain programs.

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

Undocumented Students
An undocumented immigrant is any immigrant who is not lawfully present in the United States according to federal immigration classifications. Students admitted under this provision are considered to be out-of-state for tuition purposes and are ineligible to receive federal financial aid. Undocumented students may not enroll in a program of study that has a waiting list or requires state licensure. In addition, these students may not register for classes until after the last published registration period, and they may not enroll in a class that has a waiting list.

Career and College Promise
Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:
• College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
• A Career and Technical Education Pathway leading to a certificate, diploma or degree;

Career and College Promise Cooperative Innovative High School Program
The Caldwell Career Center Middle College (CCCMC) offers full-day services to Caldwell County students. Emphasis is placed on the following majors: Biomedical Sciences, Engineering Technology and Information Technology. Students will spend extensive time in the major of their choice.

Rising freshmen, sophomores and juniors may apply for admission to Caldwell Career Center Middle College. Upon successful completion of four years, students will graduate from high school with both a strong academic foundation as well as advanced college/technical coursework. Upon graduation from this middle college, students may pursue work-based learning opportunities, an associate degree from a community college, or a bachelor’s degree from a four-year university.

Rising Freshmen:
Prospective full-day students (rising Freshmen) will be accepted based on their application and interview.

Rising Sophomores and Juniors:
Prospective full-day students are required to complete a CCCMC application and will be accepted (on a space-available basis) based upon their application and interview.

CCCMC Application: Complete the application, which includes two teacher recommendations, essay responses to several questions and an interview before a selection committee.

Caldwell Early College High School
Caldwell Early College High School is an innovative high school that was created out of a partnership between Caldwell County Schools and Caldwell Community College and Technical Institute (CCC&TI), with the support of the North Carolina New Schools Project. Located on the CCC&TI campus, Caldwell Early College High School provides a small learning community of 375 high school students with the opportunity to earn both a high school diploma and a two-year college transfer associate degree. Caldwell Early College High School (CECHS) focuses on preparing students for college, career, and life by providing an educational environment where students believe that educators know them, care about them, and expect them to succeed.

Rising ninth graders in Caldwell County are eligible to apply for admission, and this is the only point of entry into CECHS. Interested students should have motivation to complete a four year college degree, commitment to a five-year, non-traditional program, and willingness to become an honors level student. The student selection process is conducted by an independent organization and ensures that the CECHS student body reflects the population of Caldwell County with regard to academic, ethnicity, geographic, and socioeconomic diversity. Calvin Early College High School
is committed to increasing the high school graduation and college going rate of Caldwell County students, with a special focus on first generation college students.

**Special Studies Students**

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

**Provisional Students**

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

**Visiting Students**

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

**International Students**

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

International students must meet admission requirements set forth by CCC&TI as well as requirements specified by the U.S. Citizenship and Immigration Services. In addition to the application, individuals must request that an official high school transcript from an appropriate agency be sent directly to CCC&TI certifying the equivalency of a United States high school credential. All official high school transcripts must show a graduation date.

Transcripts of course work completed at a college or university located outside the United States must be accompanied by a certified English translation and a course-by-course evaluation. Transfer credit from foreign colleges or universities will be reviewed on a case-by-case basis. Course descriptions, a comprehensive course-by-course evaluation and/or a catalog-match evaluation may be required if transfer credit is being requested for certain courses.

Applicants must use one of the following official evaluation organizations to have their transcripts officially evaluated and sent directly to CCC&TI.
The Test of English as a Foreign Language (TOEFL), with a minimum acceptable score of 500 (paper) or 173 (computer-based), is required as evidence of adequate proficiency in English. The TOEFL scores must be no more than two years old at the time of application for admission.

Students with Disabilities
Disability Services provides comprehensive, quality support to students with disabilities to insure access to the programs and offerings at CCC&TI. Personnel in Disability Services work with students, instructors, staff and others to coordinate accommodations and other support services for all qualified students with disabilities. In order to be eligible for services, a student must provide current documentation from an appropriate, licensed professional service provider. Acceptable documentation includes a medical report, psychological evaluation, physician’s report, or records from the Division of Services for the Blind, Services for the Deaf and Hard of Hearing, and/or Vocational Rehabilitation.

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

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

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

The NC Diagnostic Assessment for Placement Testing (NC DAP) computerized tests are given to all students who are entering a program, or who are taking courses with a placement test prerequisite. The tests include reading, English, writing, and math. Students take certain tests, or the whole sequence, depending upon their program or course choices. Students may be exempt from placement testing by meeting one of the following requirements:

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

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

Placement Retest Policy

Students may retest under the following guidelines:

- Evidence of at least ten hours of formal review in the Academic Support Center or documented completion of college-approved Placement Test Review course(s).
- A fee of $2.00 per test.
- Only one retest per subject allowed in a one-year period.

Once enrolled in a developmental course, students may not retest until the end of the course.

Developmental Courses

Developmental Studies classes are provided to students who have a secondary credential but whose college placement test scores indicate academic deficiencies. These classes include preparatory courses designed to assure academic readiness for curriculum programs. If deficiencies are found in any one area, a counselor/advisor will help students select an appropriate course in order to meet necessary program requirements and/or course prerequisites. Developmental studies courses will not count toward graduation. Students are encouraged to complete developmental courses immediately upon enrollment. Developmental courses include Developmental Math (DMA) 010 – 080, Developmental Reading/English (DRE) 096 – 098, and Improving Study Skills (ACA 085) which is a corequisite of DRE 096, 097 and 098. Course descriptions may be found in the Course Descriptions section of the college catalog.

Prerequisites/Corequisites

CCC&TI students are required to meet all course prerequisite and/or corequisite requirements at the time of registration for the course. Enrollment in and successful
completion of required requisites ensure that the student is academically prepared for higher level courses. Course prerequisites and corequisites can be found in the college catalog and on WebAdvisor.

Students who do not have documentation of required prerequisites/corequisites listed in their CCC&CTI academic record may fulfill course requirements by providing evidence of appropriate academic competencies. Prerequisites and corequisites requirements may be met through documented evidence of placement tests scores, coursework completed at another regionally accredited institutions, experimental learning, professional certification or licensure, or other education and training. Competencies based on the above must be approved by the appropriate vice president or designee and documented according to processes specified by the vice president of student services.

### Attendance Policy

Students are expected to attend all regularly scheduled classes. However, it is recognized that occasional absences may be necessary. A student is responsible for work missed and is expected to be prepared for the next class. Academic departments establish their own class attendance policy. The attendance policy is explained by the instructor at the first class meeting. Students who have not attended at least once by the 10 percent date of the class will be dropped by the instructor as “never attended.” Pursuant to G.S. 115D-5, students may request two excused absences per academic year for religious observances. Students shall be given the opportunity to make up any tests or other work missed as required by this statute.

### Restrictions on Class Admissions

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

### Academic Level

Students completing 32 semester hours of course work will be listed as sophomores. Students must complete all course prerequisites. Corequisite courses must be taken in the same semester or have been completed in a previous semester. Prerequisites and corequisites are listed with the course descriptions.

### Course Load

Students enrolled for 12 or more credit hours are classified as full-time students. Those taking fewer hours are classified as part-time. Normal course loads will vary from one curriculum to another and should be carefully planned with advisors. A typical course load for a full-time student ranges from 15-19 credit hours. Students may take no more than 21 credit hours per semester without special permission of the vice president of student services or the vice president of curriculum and adult education. NOTE: Nine (9) hours will be considered full-time for summer semester for insurance purposes only and twelve (12) hours for financial aid purposes.
Schedule Changes
Change of a student’s schedule after the designated drop/add period will be made only
with permission of the department chair or academic vice president. If enrollment in
any class is not deemed sufficient, the college reserves the right to cancel the course.

Withdrawing from Courses and/or School
Students who withdraw from a class or from college should first consult with their
academic advisors. A student may withdraw from a course and receive a grade of “W”
up until sixty percent of the class contact hours have elapsed. After that point, all drops
will be initiated by the instructor who may assign a grade of “W” or “F” at the end of
the semester. Students who wish to completely withdraw from school should meet with
a member of Student Services.

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

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

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

Confidentiality of Student Records
CCC&TI protects the privacy of students in accordance with the Family Educational
Rights and Privacy Act of 1974. FERPA, also known as the Buckley Amendment, protects
the privacy of students and allows for the accessing of student records by the student.

Privacy of Student Records (FERPA)
CCC&TI protects the privacy of student educational records in accordance with the
Family Educational Rights and Privacy Act of 1974, as amended. According to the
“Act”, an educational record is defined as those records, files, documents, and other
materials which contain information directly related to a student and are maintained by
the college. According to FERPA, students have the right to:
1. Inspect and review their educational records.
2. Seek amendment to their educational records that they believe to be inaccurate,
   misleading or otherwise in violation of their privacy rights under FERPA.
3. Consent to disclosures of personally identifiable information contained in their
   record, except to the extent that FERPA authorizes disclosures without consent.
4. File with the U.S. Department of Education a complaint concerning alleged failures by the College to comply with FERPA.

Students may exercise the right to inspect and review their education record by providing a written request to the Registrar. Students may seek amendment to their educational record by contacting the Registrar who will attempt to resolve the issue. If the student is not satisfied with the resolution, then he/she may file a formal grievance with the Vice-President of Student Services according to procedures outlined in the College Catalog and Student Handbook.

Generally, schools must have written permission from the student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):

- CCC&TI faculty and staff who are determined to have a legitimate educational interest may access student records. Faculty/staff are considered to have a legitimate educational interest if they might reasonably need to access information to conduct official college business.
- To comply with a lawfully issued subpoena or judicial order.
- To officials of another college in which a student intends to enroll or has enrolled.
- To authorized representatives on the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the Department of Education, or state and local education authorities.
- In connection with the application for, or receipt of, financial aid.
- To accrediting organizations.
- To appropriate officials in case of a health and safety emergency.
- State and local authorities, within a juvenile justice system, pursuant to specific state law.
- To authorized officials for audit or evaluation purposes.
- Organizations conducting certain studies for or on behalf of the school.
- Outcomes of disciplinary proceedings may be released to the victim of an alleged perpetrator of a crime of violence or non-forcible sex offense.
- To parents, as defined in 34 C.F.R. 99.3 of a dependent student under the Internal Revenue Code. *
- Directory Information. **

*Under the Act, CCC&TI may not disclose personally identifiable information to the parents of an “eligible student” without the written consent of the student unless the disclosure is to parents of a dependent student as defined in Internal Revenue Code. An “eligible student” means a student who is 18 years of age or is attending an institution of postsecondary education. Parents must provide appropriate tax return information documenting the dependent status of the student before disclosure will be made without his/her written consent.

**A part of FERPA states that certain information called “directory” information can be disclosed without the written consent of the student. Directory information includes information contained in the educational record of a student that would not be considered harmful or an invasion of privacy if disclosed. CCC&TI may disclose the following information without written consent unless the student notifies Student Services in writing that such information is not to be made available:
• Student name
• Phone number
• Address
• Date and place of birth
• E-mail address
• Major field of study
• Dates of attendance
• Degrees/diplomas/certificates and awards received
• Full- or part-time enrollment status
• Participation in officially recognized activities
• Most recent previous institution

*Approved by the CCC&TI Board of Trustees November 15, 2011*
Academic Standards

Academic Integrity Policy
It is the responsibility of every student, staff member, and instructor at CCC&TI to maintain the highest standards of academic integrity. For this reason, the college will not tolerate any instance of plagiarism or cheating, or any act that violates standards necessary to maintain academic honesty.

Violations of the college’s Academic Integrity Policy include, but are not limited to:

1. Cheating includes taking, possessing, or using any academic material (test information including test banks, research papers, notes, etc.) without permission; receiving or giving help during tests; copying or attempting to copy another person’s paper, exam, assignments or similar materials, or other graded work; or allowing another to copy such paper, exam or graded work. In addition, use of any unauthorized electronic devices during a testing situation may be in violation of the policy as well.

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

3. Collaboration is intentionally helping or attempting to help another to commit an act of academic dishonesty. It includes intentionally allowing another to copy from one’s paper during an examination or test; intentionally distributing test questions or substantive information about the material to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. These become violations when they involve dishonesty. Instructors should make expectations about collaborations clear to students. Students should seek clarification when in doubt.

4. Furnishing false information with the intent to deceive members of the college faculty or administration who are acting in the exercise of their official duties.

Violations of this policy will result in failure of the course and academic probation for one semester. Subsequent violations will result in suspension or expulsion from the college. Any student who disagrees with the penalty associated with violations of the academic integrity policy may file an appeal in accordance with the college’s Grade Appeal Procedure as outlined in the college catalog and student handbook.

*Approved by the Board of Trustees, July 15, 2015*
Intellectual Property

The college encourages the development, writing, invention, and production of intellectual property designed to improve the productivity of the college and/or to enhance the teaching and learning environment.

A college employee or student owns all rights to copyrightable or patentable independent works created by that employee or student without college support. Unless otherwise provided in a rights agreement, the college owns all rights to a copyrightable or patentable work created by an employee with college support. Students may not use college equipment or resources for works for hire. Both students and the college retain portfolio rights to the works that may result from student assignments.

The Board of Trustees of the college reserves the right to grant to others, including the creator of the qualifying item, copyrights or patents that are the property of the college. To secure the copyright or patent for an item covered under U.S. Code and created on the college’s time or with the college’s funds, resources, or facilities, a written request must be submitted to the Board of Trustees and its permission received.

Procedure

1. Intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, inventions, discoveries, etc., are “intellectual property.”

2. The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the following conditions:
   a. Ownership resides with the employee or student if the following criteria are met:
      1) The work is the result of individual initiative, not requested by the college.
      2) The work is not the product of a specific contract or assignment made as a result of employment with the college.
      3) The work is not prepared within the scope of the individual’s college job duties.
      4) The work involves insignificant use of college facilities, time, and/or other resources and is not derivative of any other college-owned copyright.
      5) The college’s name or symbols may not be used in the production or marketing of items not copyrighted or patented by the college.
   
   b. Ownership resides with the college if the above criteria are not met and/or if the following criteria apply:
      1) The work is prepared within the scope of an employee’s job duties.
2) The work is the product of a specific contract or assignment made in the course of the employee's employment with the college.

3) The development of the work involved significant facilities, time, and/or other resources of the college including, but not limited to, released time, grant funds, college personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance, or is derivative of any other college-owned copyright.

4) Notwithstanding these provisions, a student retains portfolio rights to works created by the student as a class assignment or as part of a pro-bono commission approved as a student project by an instructor. A pro-bono commission is work that an instructor may approve for students to undertake as a skill-building opportunity.

5) Students may receive token payments provided by the person or group that commissions such a work.

3. The college and the employee or the college and the student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the college for its costs and support. When it can be foreseen that commercially valuable property will be created, the college and the employee or the college and the student should negotiate an agreement for ownership and the sharing of benefits prior to creation of the property. In all such cases, the agreement shall provide that the college will have a perpetual license to use the work without compensation to the employee or student for such use.

4. If an employee is granted full or partial leave with pay (e.g. release time or educational leave), to write, develop, produce, or invent intellectual property, the employee and the college will share in any financial gain, and the college's share will be negotiated prior to the time the leave is taken.

5. Notwithstanding the provisions of this policy, the ownership provisions of the grant shall prevail in the case of a work created under a grant accepted by the college.

Grading System

Official grades are issued for each student at the end of each semester. A student who lacks passing averages at mid-semester should schedule a conference with the instructor and/or faculty advisor. Students enrolled in curriculum program courses will be graded by the grade system shown below and will be assigned a grade point equivalent in quality points (QP) for each semester scheduled.
<table>
<thead>
<tr>
<th>Number</th>
<th>Grade</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Excellent 4 QP each semester hour</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Good 3 QP each semester hour</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Average 2 QP each semester hour</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>Below Average 1 QP each semester hour</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>Unsatisfactory 0 QP each semester hour</td>
</tr>
</tbody>
</table>

*Approved by the Board of Trustees, March 18, 2015*

**Grade Codes**

- **AC**: Articulated Credit - No quality points
- **AP**: Advanced Placement - No quality points
- **AU**: Audit - Indicates no grade or credit
- **CR**: Credit by examination - No quality points; reflects competence of “C” level or better
- **CS**: Continued study to meet course objectives (ineffective August 2013)
- **DT**: DANTES
- **I**: Incomplete - Indicates failure to complete certain course requirements because of extenuating circumstances
- **NA**: Never Attended
- **NG**: No grade available
- **P**: Pass - No quality points; reflects competence of “C” level or better
- **R**: Repeat
- **TR**: Transfer Credit
- **W**: Student withdrew from the course
- **CL**: CLEP (College Level Examination Program)

**Grades of I (Incomplete)**

An “I” grade in a course indicates the student is making satisfactory progress at the end of the semester but, because of extenuating circumstances, is unable to complete the course requirements. When an incomplete is given, a form outlining the work to be completed must be signed by the instructor and the appropriate department chair. A copy of the form will be submitted to Student Services with the end-of-semester grades. All work must be completed by the end of the following semester (by the end of the following fall semester for an incomplete received during spring semester). At that time, the incomplete must be changed to a letter grade by the instructor. Veterans should check with the veterans’ coordinator in the Student Services department upon receiving an “I” grade. Incompletes are automatically converted to F’s if not resolved by the required deadline.

**Transfer Credit**

To be considered for CCC&TI credit, courses must have been taken at a regionally accredited institution and must show a grade of “C” or better. Certain exceptions may be made. Transfer credit will not be awarded for courses in which a student has received a grade for credit by exam or has been granted credit for proficiency placement exam.
Notification of transfer credit granted will be sent to the student prior to the end of the first semester of enrollment. If applicable credit has been accepted from another institution, transfer students may be exempt from some of the admission placement tests. A grade point average for graduation, honors, and continuing enrollment is computed only for courses taken at CCC&TI. For information on advanced standing by placement, see Credit by Examination.

**Credit by Examination**

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

**Proficiency Examination**

Students enrolled at CCC&TI who are qualified to accelerate their studies because of their demonstrated abilities may receive proficiency credit by examination for some of their curriculum courses. The proficiency examination process is used for a student desiring credit for prior learning. Students may not use this examination to repeat a course, nor may the student repeat the examination.

The student wishing to receive credit must petition the department chair under whom the course is offered. If the department chair deems the course suitable for proficiency credit, the student may receive permission to take the examination developed by the department chair and appropriate instructors. For those students in their last semester prior to fulfilling the qualifications for graduation, application for proficiency credit must be made at least 20 calendar days prior to the end of the semester. The test must be taken within the next 15 calendar days. Appeals for exception may be made to the executive vice president.

The department chair will decide the appropriate score demonstrating competence in the course and, in all courses, the final score must equal a “C,” or better. If the examination is passed, the student will earn credit hours toward graduation but no quality points. A grade of “CR” (Credit by examination) will be indicated on the student’s transcript. If the examination is not passed, no notation will be made on the transcript.

“CR” credit is not guaranteed to transfer and does not meet Comprehensive Articulation Agreement (CAA) requirements.

**Advanced Placement**

The college grants credit for the Advanced Placement Examinations conducted by the College Board. An entering student may receive semester credit hours based on Advanced Placement Examinations of the College Board. These examinations may be taken prior to the student’s high school graduation, and the scores must be sent to the admissions office for evaluation. By scoring 3 or higher on the appropriate Advanced Placement Examination, students will be awarded credit for approved courses. The grade of AP will be posted on the transcript, and credit hours will be granted, but no
quality points will be given.

**CLEP (College Level Examination Program)**

**DSST (DANTES)**

CCC&TI offers college credit for the subject area examinations included in the College Level Examination Program (CLEP) and DSST (DANTES). The student must provide an official copy of test scores before credit is granted. Credit must be applicable to the student’s current degree or diploma requirements. If CLEP (CL) or DSST/DANTES (DT) credit is granted, credit hours will be noted on the student’s transcript, but no quality points will be awarded. Information on the acceptance scores is available in Student Services.

**Articulated Credit**

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

- Grade of “B” or higher in the course.
- A raw or converted score of 93 or higher on the standardized CTE post assessment.
- Students must enroll at CCC&TI within two years of high school graduation date.
- Students must provide official high school transcript and CTE post assessment scores.

Please see Student Services for more information on local articulation opportunities. A grade of AC will be posted on the transcript. Credit hours will be granted, but no quality points will be given.

**Military Credits**

Effective spring semester 2001, one semester hour of physical education credit will be granted for any armed service personnel who have completed basic training under the following conditions:

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

Effective fall semester 2009, additional educational experiences in the armed services may be submitted for transfer credit evaluations. To request an evaluation of military service schools, the student must complete the following steps:

1. Submit official copies of Military Transcripts which can be obtained from the various service branches at http://www.acenet.edu/higher-education/topics/Pages/Transcript-Services.aspx

2. Attach documentation of successful completion of course. Documentation may include:
   - DD Form 295 Application for the Evaluation of Educational Experiences During Military Service,
• DD Form 214 Armed Forces of the United States Report of Transfer or Discharge, and any of the following that may be applicable:
  - course completion certificates,
  - AARTS (Army/ACE Registry Transcript System) transcripts,
  - SMART (Sailor/Marine/ACE Registry Transcript System) or
  - MOS (Military Occupational Specialty) Evaluation Score Reports.

3. Submit applicable documents to the Admissions and Records Office.

Military educational experiences are evaluated using the ACE (American Council on Education) Guide to the Evaluation of Educational Experiences in the Armed Services. Credit must be applicable to the student’s current degree or diploma requirements. Only hours earned are awarded.
Policy Approved by Board of Trustees 6.17.09

Course Repeat Policy

When a student repeats a course, the best grade is recorded as the final grade for the course and is used in the student’s grade point average. Students may take a course a total of three times, including transfer credit, withdrawal and audit. Exceptions to this policy must be approved by the appropriate department chair or vice president of College Transfer and Technical Programs and the executive vice president. Exceptions to this policy include:
• Special disabling condition
• Change in technology
• Student failure of course or to improve grade
• Additional student improvement and learning Veterans are advised that they cannot receive VA benefits for courses previously passed

Auditing

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

Course Substitutions

Under special circumstances, a course substitution may be made in a program. Any course substitution must have written approval of the department chair and the vice president of curriculum and adult education. Once approved, substitution forms must be submitted to the registrar. In the event a course has been deleted from a particular program, a course substitution may be used to meet the requirement.
Work Based Learning

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

Independent Study

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

Honors

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

- are enrolled in a curriculum program
- have completed a minimum of 12 credit hours during the current semester (9 hours or more for summer semester), including two or more courses (Courses with “CR” or “P” are not applicable.)
- have a grade point average of 4.0
- have no grades of “I.”

Dean’s Honor List
At the end of each semester, a dean’s list will be published of all students who:

- are enrolled in a curriculum program
- have completed a minimum of 12 credit hours during the current semester (9 hours or more for summer semester), including two or more courses (Courses with “CR” or “P” are not applicable)
- have a grade point average of 3.5 or better
- have no grades of “I.”

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

- are enrolled in a curriculum program
- have completed 8 to 11 credit hours during the current semester or 6 to 8 hours for summer semester (Courses with “CR” or “P” are not applicable.)
- have a grade point average of 3.5 or better
- have no grades of “I.”
Global Scholar Distinction

Before graduation, students can submit an application to the Global Diversity Committee for recognition as a Global Scholar. To be listed as a Global Scholar, students must fulfill the criteria listed below. When students fulfill these requirements, they will make an oral presentation of their e-portfolio to a jury composed of members of the Global Diversity Committee.

• Globally-Intensive Courses (15 credits)
  This requirement is achieved by completing courses from a selected list. Students will include at least one project from each class in their e-portfolios. To receive Global Scholar distinction, students must maintain a 3.0 GPA in these classes.

• International Activities & Dialogue (minimum of 4)
  This requirement is achieved by attending events such as film screenings, international fairs, etc. and can be fulfilled by taking advantage of on-campus or off-campus activities. Students must include a product related to these activities in their e-portfolios for each global activity.

• Global Experience
  This requirement is achieved by completing at least A, B, or C listed below. Students will insert project-based evidence in their e-portfolios.
  A. One CCC&TI approved international travel and a minimum of 20 hours service learning*
  B. One CCC&TI approved national travel and a minimum of 30 hours service learning*
  C. A minimum of 80 hours of CCC&TI approved service learning

* Travelers must be at least 18 years old by the time of travel and/or application for international travel requirements.
* This program is open to all students, but completion of the graduation requirements is necessary for the distinction.

Academic Progress

CCC&TI’s academic standards policies attempt to maintain academic quality and prevent prolonged failure for all students. Procedures are designed to identify students with academic difficulty and to ensure effective and fair corrective action. Maintaining a viable procedure requires the commitment of faculty, staff, and students. The faculty/staff will:
• inform all students of minimum academic standards and grading procedures,
• alert at risk students through the Early Alert form of academic difficulty as early in the semester as possible,
• post to WebAdvisor final semester grades and grade point averages immediately following the semester grade report period. Note: Copies of the policies for specific programs in health sciences are distributed to each student enrolled and are available with each program director and in the office of Student Services.

Each student is expected to maintain satisfactory progress toward meeting his/her academic goals. The cumulative grade point average (GPA) is reviewed at the end of each semester to determine whether the student has made the expected progress. Developmental courses are included in the cumulative GPA calculation if the course was
completed with CCC&TI. The GPA will be calculated using the highest grade for each course taken at Caldwell Community College and Technical Institute. A student whose cumulative GPA falls below the following standards will be placed on academic warning which may be followed by probation and or suspension.

<table>
<thead>
<tr>
<th>Semester Hours Attempted</th>
<th>Associate Degree Grade Point</th>
<th>Diploma Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-8</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>9-16</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>17-24</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>25-32</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>33-40</td>
<td>1.85</td>
<td>2.00</td>
</tr>
<tr>
<td>41-48</td>
<td>1.90</td>
<td></td>
</tr>
<tr>
<td>49-56</td>
<td>1.95</td>
<td></td>
</tr>
<tr>
<td>57-Graduation</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Warning**

A student failing to meet the minimum cumulative GPA during any semester or term will receive an academic warning notification by email and letter from student services. The warning status notification will inform the student of his/her academic status and require the student to meet with his/her assigned advisor to develop an academic improvement plan.

**Academic Probation**

A student who continues to remain below the required standards for a second consecutive semester is placed on academic probation. A student placed on academic probation will receive notification by email and letter informing the student of his/her academic status. A student on academic probation must meet with an assigned advisor to prepare an academic improvement plan to improve his/her academic performance. A student on academic probation must meet with his/her academic advisor in order for the advisor to register the student. While on probation, the student will be able to register for a maximum of twelve credit hours for fall and spring semesters and a maximum of six credit hours for summer term.

**Academic Suspension**

A student who is on academic warning/probation for two or more successive semesters will be subject to a one semester suspension. A student on academic suspension who believes extenuating circumstances exist that should prevent the suspension may appeal the academic suspension. The student must submit a written appeal to the appeals committee. An appeals committee composed of the student’s assigned advisor, appropriate program coordinator, director or department chair, SGA representative, Student Services representative, and a faculty/staff member of the student’s choice will meet to determine appropriate action. If the suspension is upheld, refund of tuition will be allowed as outlined in the college catalog. A student’s right to appeal any decision is outlined in the grievance procedure printed in the college catalog. A student may automatically enroll for the semester following suspension but will continue to be on probation until his/her cumulative G.P.A. reflects necessary improvements.
Readmission of Dismissed Students
Students should refer to the student handbook for details on disciplinary procedures and regulations pertaining to suspension and expulsion. Readmission of dismissed students at a subsequent session will be at the discretion of the college. Veterans should see the section on academic probation for information concerning the reinstatement of benefits.

Grade Appeal Policy and Procedures

I. Statement of Policy
The purpose of the Student Grade Appeal Procedure is to provide an orderly and equitable process for resolving differences between students and faculty relating to final course grades. A course grade assigned in a manner consistent with Caldwell Community College and Technical Institute policy can be changed only by the instructor. College administrators can direct a grade to be changed only when it is determined through the procedure established by this policy that the faculty member assigned the course grade impermissibly or arbitrarily as defined below.

Faculty Responsibility:
It is a fundamental principle of higher education that faculty members are expected to exercise their professional judgment in evaluating student performance. At the same time, faculty members have the responsibility to specify in each of their courses at the beginning of the academic term:
a) Course requirements and expectations for academic performance
b) Procedures for evaluating performance (method(s) of evaluation and grading scales).
Faculty members must clearly document to all students in the course any subsequent additions to or changes in these requirements, standards, and procedures. Finally, faculty members have the responsibility to apply the specified grading criteria equitably to the academic performance of all students in the course regardless of their race, color, creed, national origin, sex, age, sexual orientation, disabling condition, or other personal characteristics.

Student Responsibility:
Students have the responsibility to know and adhere to college policies and standards pertaining to them. As students willingly accept the benefits of membership in the Caldwell Community College and Technical Institute academic community, they are obligated to uphold and observe the principles and standards articulated in the Caldwell Community College and Technical Institute Catalog and the Caldwell Community College and Technical Institute Student Handbook.

II. Applications and Definitions
For purposes of this policy, a course grade is deemed to have been assigned arbitrarily or impermissibly if, by clear and convincing evidence, a student establishes that:

1. The course grade was based upon the student's race, color, creed, national origin, sex, age, sexual orientation, disabling condition, or other personal characteristics, or for some other arbitrary or personal reason unrelated to the instructor’s exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
2. The course grade was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, usually at the beginning of the course in the course syllabus but supplemented on occasion during the semester in other clearly documented communication directed to the class as a whole; or

3. The course grade assigned by the instructor was the result of a clear and material mistake in calculating or recording grades. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a course grade are generally NOT subject to appeal or subsequent review during a grade appeal procedure. However, individual elements may be appealed under these procedures providing all of the following conditions are met:

   a. The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds (defined in 1 - 3 above in this section);
   b. Grounds can be established for determining a professionally sound grade for the appealed element(s); and
   c. The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

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

Informal Grade Appeal Process: Every reasonable effort should be made to resolve the matter at the informal level.

Step 1 - Consultation with the faculty member:
The student should first request a meeting with the instructor to explain why he/she considers the grade to be incorrect. If the instructor is not available, the student should contact the program coordinator/director or department chairperson to schedule an appointment with the instructor. This meeting must occur within the first two weeks of the next semester. The instructor should document the result of the meeting and maintain this record in the event the appeal proceeds further.

Step 2 - Consultation with the program coordinator/director:
If the student and the instructor fail to reach a mutual agreement, the student may submit a written appeal to the program coordinator/director of the area within five (5) business days. The coordinator/director should document the result of the meeting and maintain this record in the event the appeal proceeds further.

Step 3 - Consultation with the department chair:
If the student and program coordinator/director fail to reach a mutual agreement, the student may submit a written appeal to the department chair within five (5) business days. The department chair should document the result of the meeting and maintain this record in the event the appeal proceeds further.

Formal Grade Appeal Process: If the dispute over the course grade cannot be resolved through the informal process outlined above, the student may submit a Grade Appeal
Form, available from Student Services, to the executive vice president within five (5) business days of the consultation with the department chair.

Step 4 - Appeal to the executive vice president:
   a. Once the formal grade appeal is received, the executive vice president will appoint a grade appeal committee to hear the appeal within ten (10) business days of the receipt of the appeal.
   b. The grade appeal committee will be chaired by the executive vice president, or a designee, who will be a non-voting member except in the case of a tie. Voting members will consist of four (4) faculty members not associated with the appeal, one (1) student representative with a minimum GPA of 2.5 or greater, and the vice president of the instructional area in which the grade appeal has occurred.
   c. The grade appeal hearing will be conducted in closed session in accordance with the Open Meetings Law unless otherwise requested in writing by the student. Neither the college nor the student will be permitted to have legal representation during the grade appeal hearing.
   d. The committee will be made up of members from the campus of attendance to assure a fair and equitable hearing.
   e. The committee will hear all parties involved and render a written decision that is considered to be fair and educationally sound within ten (10) business days. The decision of the committee will be the final binding decision for the institution.

IV. Substitution Provisions
In the event that the faculty member whose grade is being reviewed is also a department chair or program coordinator/director, the vice president of the instructional area shall do those things required by the chair or coordinator/director. In the event that the faculty member whose grade is being reviewed is also the vice president of the instructional area, the executive vice president can name an appropriate substitute to perform the functions of the vice president as required by this policy.

Catalog Requirements
Candidates for a degree, diploma or certificate may meet graduation requirements as outlined in either (1) the catalog for the year they initially entered their program of study provided continuous enrollment is maintained during fall and spring semester and no more than 10 years have elapsed or (2) in the catalog for the year of their graduation. Students who have not enrolled in two consecutive semesters (excluding summer semester) are not considered as continuously enrolled and must reapply for admission to CCC&TI. Requests for exceptions may be filed with the registrar.

Graduation Requirements
Graduation exercises will be held in May. All candidates are expected to be in attendance. A student is eligible for graduation when the following requirements have been completed:
   • The student must have filed an application for degree/diploma/certificate and pay the fee by the published deadline. In order to participate in the May graduation exercises, students must apply for graduation by the established deadline and
complete all graduation requirements by the end of the spring semester. The graduation fee will be waived for certificate graduates not attending graduation exercises.

- All the requirements for a degree/diploma/certificate in a particular program must be satisfactorily completed with a program grade point average of at least 2.0.
- Health Science graduates must follow graduation requirements as stated in their program manual.
- Students transferring from other colleges and schools are required to complete at least 25 percent of the course hours in their program of study or 10 semester hours, whichever is greater, in residence at CCC&TI. “In residence” denotes credit hours earned at CCC&TI. Work Based Learning will not count toward residency requirements for graduation.
- The student must take care of all financial obligations to CCC&TI prior to commencement.

Graduation with Honors

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

Policies Regarding Student Expenses

All tuition and required fees are due and payable at the time the student registers. The only exceptions to this policy occur when:

- The student has been awarded financial aid by the institution.
- The balance has been guaranteed in writing by a financially responsible person or organization.
- The student enrolls in the payment plan managed by Nelnet. The Nelnet payment plan is independent of the college. All interactions with Nelnet are the responsibility of the student. The college simply provides access to the payment plan as a convenience to the student.

No student with an unpaid balance will be allowed to graduate, receive transcripts or register for a new semester.

The college accepts payment in cash, checks, money orders, Visa and MasterCard. Credit card payments must be made in person and a government issued ID is required for all credit card payments. Checks and money orders must be made payable to Caldwell Community College and Technical Institute. The college will not accept checks from any individual who has had a check returned to the college for any reason.

Tuition

CCC&TI offers an educational opportunity at a minimum cost to the student. Tuition fees are set by the North Carolina General Assembly and are subject to change without notice. Current tuition amounts are as follows:

**In-state students**

- 16 credit hours or more: $1152.00
- Part-time students per semester hour: $72.00

**Out-of-state students**

- 16 credit hours: $4224.00
- Part-time students per semester hour: $264.00

**Tuition for High School Students**

High school students taking college credit courses under Career and College Promise provisions are exempt from applicable tuition for certain classes. Contact Student Services for more information. Activity fees are also charged to students enrolled through Career and College Promise, Caldwell Early College High School and Caldwell Career Center Middle College.

**Tuition for Students Enrolled in More Than One Institution**

If a student desires to enroll for the same semester at two or more institutions of the community college system, the total amount of tuition shall not exceed the maximum
When enrolled at the second institution, the student must produce his/her validated registration receipt in order to waive any payment of tuition. Activity fees will be charged. It is the student’s responsibility to see that transcripts are sent to the “home” institution at the completion of the semester. Students using financial aid must also contact the Director of Financial Aid prior to the term of dual-enrollment.

Tuition for Students Under the Age of 16
Any student enrolled under the age of 16 (with the exception of Career and College Promise, Caldwell Early College and Middle College students) shall pay standard tuition and any applicable fees for the course.

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

Summer Tuition/Fees
During summer semester, students enrolled as Career and College Promise and employees of CCC&TI may pay tuition and fees for certain classes. Contact Student Services for a complete list.

Other Charges

Student Activity Fees
Curriculum students will be charged a $7 per course activity fee up to a maximum of $28 per semester (fall & spring), and $3 per course up to a maximum of $9 for summer semester. This fee is not refundable unless there is an institutional error. Activity fees will also be charged to students in the Caldwell Early College High School, Caldwell Career Center Middle College, Career & College Promise.

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

Malpractice Insurance
Special malpractice insurance is required for biomedical equipment, cardiovascular sonography, medical assisting, medical sonography, nuclear medicine, nurse aide, nursing, ophthalmic medical assistant, physical therapist assistant, radiography, and speech language pathology assistant students. This fee is not refundable.

Books and Supplies
Students are required to buy the necessary textbooks and supplies prescribed in the curriculum areas that they are entering. Textbooks and supplies vary according to different courses taken by the students. An average expenditure of $600 can be expected for fall and spring semesters. Standard school supplies are sold during the regular bookstore hours. The college accepts payment in cash, checks, money orders, Visa and MasterCard. Credit card
payments must be made in person and a government issued ID is required for all credit card payments. Checks and money orders must be made payable to Caldwell Community College and Technical Institute. The college will not accept checks from any individual who has had a check returned to the college for any reason.

**Campus Services Fees**
Curriculum students will be charged a $2 per course campus services fee up to a maximum of $10. This fee is nonrefundable unless there is an institutional error. Campus Services fees will also be charged to students in the Caldwell Early College High School, Caldwell Career Center Middle College and Career & College Promise.

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

**Curriculum Refund Policy**
Students will receive a tuition refund in accordance with the NC State Board of Community College Code (1E SBCCC900.1).

A 100 percent refund will be issued to the student if the student officially withdraws or is officially withdrawn by the college prior to the first day of the academic period as noted on the college calendar.

The college shall provide a 100 percent refund to the student if the college cancels the course section in which the student is registered.

A 75% refund will be issued to students who officially withdraws or is officially withdrawn by the college from the course section prior to or on either of the following,
   a) The 10 percent point of the academic period or
   b) The 10 percent point of the course section.

For classes beginning at times other than the first week (seven calendar days) of the semester, a 100% refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75% refund shall be made if the student officially withdraws or is officially withdrawn from the course section on or before the 10 percent point of the class.

Upon request of the student, the college will issue a 100% refund of tuition to military reserve and National Guard personnel called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations that make it impossible for them to complete their course requirements, and buy back textbooks through the college’s bookstore operations to the extent allowable under the college’s buy back procedures.

The college shall use distance learning technologies and other educational methodologies, to the extent possible as determined by the college, to help active duty military students,
under the guidance of faculty and administrative staff, complete their course requirements. (IE SBCCC 900.4).

If a student, having paid the required tuition or registration fees for a course section, dies prior to completing that course section, all tuition and registration fees for that course section shall be refunded to the estate of the deceased upon the college becoming aware of the student’s death.

Refunds of student activity fees and campus services fees will be given if the student officially withdraws prior to the first day of the college’s academic semester or if the course section(s) are officially cancelled by the college. Fees not refundable (unless institutional error) are (1) insurance payment, (2) special course fees and (3) graduation fees.

In order to begin the refund process, a student must:

- Complete the student portion of the Drop/Add Form, including student, instructor and advisor signatures. These forms are available in Student Services on both campuses, Faculty Offices on the Caldwell Campus, Watauga Instructional Facility, and online.
- The last date of attendance must be completed by the instructor.
- Students enrolled in distance learning courses should complete the Drop/Add form electronically and submit to the Registrar through their student email account. Correspondence received from an email account not issued by CCC&TI will not be considered official communication.
- Present the completed form to a staff member in Student Services in order for the official drop date to be recorded.
- In certain cases, e.g., institutional error, withdrawals before the first class, the Vice President of Student Services or designee(s) may sign the official drop form.

Refunds will not be given if:

- The Drop/Add Form is incorrectly or incompletely filled out.
- The date the Drop/Add Form is officially received is past the appropriate deadline as indicated in the refund policy.
- The drop is done by the instructor rather than the student.
- The Drop/Add Form is electronically submitted from an email account not issued by CCC&TI.

Amended and approved by the Board of Trustees January 21, 2015.

**Account Balances**

If a student owes money to the college, no transcripts, degrees, diplomas, or certificates will be issued nor will the students be permitted to complete registration.
Residence Status for Tuition Payment

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

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

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

Financial need is the difference between the total education expenses and what the family can afford to contribute (Cost of Attendance minus EFC). There are three types of student financial aid: gift assistance, student loans, and work. Gift assistance includes grants and scholarships: awards that do not have to be repaid. Loans and work are self-help. Loans are usually paid back based on the terms of the loans, usually 6 months after the student is no longer enrolled at least half time. Work enables students to pay part of their expenses through their own earnings.

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

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

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

   NOTE: Students are encouraged to complete FAFSAs in early spring each year. By applying early, students increase their chances of getting more state grants as the state only allocates so much money for aid, and funding is limited.

2. Complete a Free Application for Federal Student Aid (FAFSA). The FAFSA must be completed each year or as soon as possible after January 1 for the upcoming
academic year, and students have until June 30th of the following year to submit a completed application. CCC&TI’s federal school code is 004835. This will be the initial application necessary to apply for federal and state aid programs at CCC&TI. FAFSA forms are available in Student Services, at the Caldwell and Watauga Campuses or from high school counselors or you may submit your FAFSA online at www.fafsa.gov.

3. After determination of all grant awards an award notification will be sent to the recipient. These notifications are sent via email to the student’s CCC&TI email account.

Eligibility
Applicants may apply for a scholarship, grant, loan, work-study, or any combination of these. The total combined sum of these must not exceed total need. To receive financial aid from these programs, a student must:

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

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

Calculation of Pell Grant Funds: For financial aid recipients, enrollment status for Federal Pell Grant purposes is determined by enrollment verification by the Financial Aid office just prior to the disbursement of funds, this includes evaluation of maximum number of semesters a student may receive Federal Pell Grant (12 full time equivalent semesters). After the initial disbursement is made no adjustments will be made to a student’s account for any given term unless, 1) the Financial Aid Office receives notice of a ‘never attended’ or 2) the Financial Aid Office receives notice that the student has received federal funds from another institution for the same semester.

Return to Title IV (R2T4): In the event that a student receiving aid withdraws from the institution prior to the 60% point of the term, the student will be responsible for any return of Title IV funds. Students are given 45 days to repay or make arrangements to repay the overpayment. Should this not occur, the debt will be turned over to the Department of Education, and the student will not be eligible for any Title IV funds anywhere until arrangement have been made to repay the debt.
Additional Responsibilities:
- Students receiving financial aid must be maintaining Satisfactory Academic Progress.
- Students receiving financial aid should frequently check the student email account issued by the College for any messages from the Financial Aid Office.
- Students that have been awarded any form of aid should print, or thoroughly review any financial aid date in Web Advisor, including the full Award letter, and monitor any changes to aid listed there.
- Students receiving financial aid must alert the Financial Aid Office when planning to cease enrollment, transfer to another college, or take coursework at another college while receiving aid at CCC&TI. (Students are not allowed to receive aid from two schools for the same term. The Financial Aid Director will make determinations about eligibility in such cases. CCC&TI will not cover developmental module coursework taken at another College.)

Satisfactory Academic Progress Policy

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

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

GPA Rule
- The qualitative measurement for financial aid shall be a grade point average minimum of 2.0.

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

150% Rule
- The maximum time frame allowable will be 150% of the required credit hours in the recipient’s current academic program. For example, if a program of study requires 64 credit hours to complete a degree, the student may attempt a maximum of 96 hours before the student exceeds his or her eligibility for financial aid (i.e. 64 X 1.5 = 96). Up to 30 credit hours of required remedial course work will not be a part of the attempted hour count. Students that reach the maximum time frame will automatically be placed on Financial Aid Suspension.
NOTE: There is a limit to the amount of federal and state aid for which you are eligible. Students are eligible to receive the Federal Pell Grant for the equivalent of six years or twelve full-time semesters of combined enrollment at all institutions. State grants are even less. If students fail to meet one of the SAP criteria listed above, they will lose their aid.

Satisfactory Academic Progress Procedures

1. The Academic Evaluation of Satisfactory Academic Progress and the separate Financial Aid Satisfactory Academic Progress Evaluations are two separate processes that may occur at similar times at the end of each term. Students may receive notice from each separate area concerning their status. From the Academic Evaluation, students may receive notice regarding eligibility to continue enrollment or not. From the Financial Aid Satisfactory Academic Progress Evaluation at the end of each term, the student will receive notice from the Aid Office with regard to eligibility to receive aid or not. It is possible for a student to be allowed to continue enrollment from the Academic Evaluation, but due to the Financial Aid Evaluation not be allowed to continue to receive aid, or vice versa. Students should pay close attention to the source of their notification and the status they have been assigned from each area. The following terms (2-4) listed below refer to only the Financial Aid part of the overall satisfactory progress evaluations that occur.

2. Satisfactory Academic Progress statuses will be checked prior to the beginning of each academic year during the awarding processes.

3. SAP will be checked at the end of each semester. Emails go out to students email accounts letting students know their new statuses. Enrolled students for that term should be prepared to review that email at the end of the term in case they are affected by an appeal deadline. Students with an opportunity to appeal are notified of a deadline in the email. Students that do not need to appeal, or are past the option to appeal due to non-SAP, will not see an appeal deadline in their email notice from the Aid Office.

4. The 150% allowance will be checked prior to the beginning of each academic year and at the end of each term.

Should either the GPA or two-thirds requirements not be met, one semester’s probation will be allowed where aid will continue to be made available to regain satisfactory academic standards.

Should either the GPA or two-thirds requirements fail to be met at the end of the probationary semester; eligibility for aid will be suspended.

Regaining Eligibility Procedures

- Recipients who have had their eligibility suspended due to the GPA rule and/or the 67% rule may appeal their suspensions for mitigating circumstances to the Director of Financial Aid. Mitigating circumstances are considered to be (1) the death of a relative of the student, (2) an injury or illness of the student and/or an immediate family member related by marriage or birth, or (3) other special circumstances causing undue hardship to the student and beyond the reasonable control of the student.
• The Director of Financial Aid may reinstate after reviewing the appeal documentation. This reinstatement of aid will remain in effect for the student for one academic semester. If the student has not regained SAP standards by the end of the third academic semester or the student will then be placed on Financial Aid Suspension. The student would have to regain their eligibility by self-support until they met the academic standards.

• In some cases of extenuating circumstances, the Director of Financial Aid may allow or require an academic plan for graduation developed between the student and academic advisor(s) to be used to determine possible continuation of aid, and if the student does not complete the prescribed semester-by-semester requirements in that graduation plan, at the earliest point of deviation from the plan occurs, the Director of Financial Aid will permanently suspend further aid eligibility. The student will have to arrange self-support to graduate.

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

• The Director of Financial Aid may select to have the Financial Aid Committee review any or all appeals.

• Students may seek additional information on Financial Aid SAP Evaluations, if needed, from the Aid Office, from the Catalog, or the Financial Aid Homepage.

What is Included

• All credit hours ever attempted are to be considered in computing Satisfactory Academic Progress Standards, even during periods when the student was not an aid recipient. All hours that were earned as requirements for a previous degree or diploma (as long as the diploma is not part of the currently sought degree) will be ignored in the computation of eligibility.

• Students that are on Financial Aid Probation or Financial Aid Suspension and/or warning max-time will not be allowed to early register for classes at early registration unless they are covering the charges themselves. Registration using Financial Aid will only be allowed after grades are in for the current term and SAP standards have been met.

• Each aid recipient will be provided with a copy of the Financial Aid Satisfactory Academic Progress Policy with the Financial Aid Award Letter in WebAdvisor. Financial Aid Satisfactory Academic Progress standards are also posted on the college web site and the catalog.

Federally Sponsored Programs

When a student submits the Free Application for Federal Student Aid (FAFSA), his or her eligibility for the following programs will automatically be checked. Applications may be obtained from high school counselor offices, from the office of Financial Aid, or by completing the application on the Internet at www.fafsa.gov. All of these programs are a part of Title IV funding.
Federal Pell Grant
The Federal Pell Grant program is designed to provide financial assistance to those who need it to attend post-high school educational institutions. The amount of the Pell Grant is determined on the basis of the student’s and his/her family’s financial resources. Recipients must be undergraduates enrolled as either part-time or full-time students in an approved postsecondary institution who have not already earned a bachelor’s or professional degree, be citizens or permanent residents of the United States.

This program awards grants directly to students with payment made through the institutions. Federal Pell Grants are the ‘foundation’ of student aid to which aid from other sources may be added. The projected maximum annual award at this time is $5775; the minimum Pell award is $588.

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

Federal Supplemental Educational Opportunity Grant (FSEOG)
This program of direct grants of financial aid is for students of exceptional financial need. Those that complete the FAFSA process prior to the target application date for fall semester will be the first to be considered. FSEOG will be disbursed by the following method at CCC&TI:
- EFC must be 0 and
- The student must meet Satisfactory Academic Standards as set by the U.S. Department of Education.
- Amounts of disbursements will be determined by credit hour enrollment status at first of term disbursement date. The maximum annual FSEOG award is around $400. Funding is limited. Awards are made until funds are exhausted.

Student applies for an FSEOG award by filling out the FAFSA. The FSEOG will be included as part of the student’s total financial aid package developed through the school the student attends. Annual applications are required.

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

To qualify for work-study, the student must complete the Free Application for Federal Student Aid (FAFSA). They must have unmet need to be in the work-study program. Unmet need is determined by what aid the student has been awarded such as Pell grant, scholarships, loans, veteran’s benefits, or any other aid that has been awarded. If the student still has unmet need after receiving all the above, he/she may apply for work study by completing the Work-Study Information Sheet.
To be eligible for work-study, the student must be enrolled in 6 credit hours or more. If the work-study student drops below 6-credit hours, he/she will be terminated due to failure to maintain the 6-credit hour requirement.

Students working under this program are paid monthly for the work performed. In arranging a job and determining how many hours a week a student may work under this program, the Financial Aid Office will take into account the student’s
• need for financial assistance
• class schedule
• academic progress

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

State-Supported Grant, Loan and Scholarship Programs

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

State Grants

North Carolina Community College Grant

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

North Carolina Education Lottery Scholarship (ELS)

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

Eligibility is determined based on the same criteria as the Federal Pell Grant with one exception; students not eligible for the Federal Pell Grant with an estimated family contribution (EFC) of $5,000 or less will be eligible for ELS. Students who have earned baccalaureate (four-year) college degrees are ineligible.

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

North Carolina Education and Training Voucher Program (NCETV Program)
The NCETV Program is designed to help foster youth and former foster youth through college or vocational/technical training.

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

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

North Carolina Less Than Half-Time Grant
The State Board allocated funds to colleges to provide need-based assistance to students enrolled less than half-time in certificate, diploma or associate degree programs. Students must complete the FAFSA and have an Expected Family Contribution (EFC) from 801 through 4000. Qualified students enrolled less than half time shall be eligible for $30 per semester hour up to a maximum of $150.

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

College Foundation of North Carolina, a service of the State of North Carolina provided by Pathways, CFI, and North Carolina State Educational Assistance Authority, provides financial aid information through their web site at www.cfnc.org. Listed below are some of their offerings. Applicants are encouraged to visit the web site above for additional offerings or visit the Financial Aid office at CCC&TI.

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

Eligibility: Applicants must
• Plan to teach in North Carolina once their education is completed
• Presently be in an education program with an established career plan for teaching (high school students or recent high school graduates are not eligible to apply)
• Fully complete a series of background history forms present in the application
• Provide a recent college transcript, three letters of recommendation, and a typed essay which includes: reason for applying, career goals, teaching plans, and reasons why the applicant should receive the Dottie Martin scholarship and the financial burden which they would incur without the scholarship.

North Carolina Association of Certified Public Accountants (NCACPA)
The North Carolina Association of CPAs’ (NCACPA) charitable foundation, the NC CPA Foundation, Inc. annually awards accounting scholarships, ranging from $1,000 to $5,000, to deserving North Carolina accounting students.

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

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

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

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

**Funding, Conditions and Requirements:** The Foundation will award grants once per academic year. The total award per recipient will be $2,500 per semester for up to two consecutive semesters of full-time study (a minimum of 12 hours per semester). Receipt of second semester funds will be contingent upon satisfactory academic performance, with a minimum grade point average of 2.7 on a 4.0 scale, and progress toward the community college degree. Recipients may re-apply for a second year of funding.

Acceptance of the grants carries with it the following obligations:

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

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

**North Carolina Hospitality Education Foundation**

The Hospitality Education Foundation of the North Carolina Restaurant Association provides scholarships for individuals pursuing educational programs in hospitality and tourism. Scholarships are awarded in four categories with two of these at the community college level.
For the high school students’ scholarship applicants
• Must be high school seniors who plan to enroll or students already enrolled in a full-time undergraduate course of study at an accredited two-year or four-year college or university, or vocational-technical school in North Carolina
• Pursuing a course of study in culinary arts, hospitality management or tourism.
• North Carolina resident.

For the community college culinary students applicants must be:
• Students who are already enrolled in a full-time undergraduate course of study at an accredited two-year college or culinary program
• Pursuing a degree in culinary arts, hospitality management or tourism
• North Carolina resident.

North Carolina Student Loan Program for Health, Science, and Mathematics (FELS – repealed but renewable)
The NC State Education Assistance Authority (NCSEAA) administers this program. The loan obligation may be forgiven through approved employment within the state of North Carolina provided the recipient works in the field for which he/she was funded. Associate Degree/Certificate Programs can receive $3,000 per year. Maximum loan amount is $6,000 for two years if unconditionally accepted into specific program discipline.

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

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

All new applications and supporting materials must be submitted to the NCSEAA no later than June 1 for the upcoming academic year. Renewal applications must be completed prior to April 1 of the given year.

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

Value: Full scholarships provide for four academic years of free tuition, room and board allowances, and mandatory fees at state-supported institutions. Limited scholarships provide free tuition and mandatory fees at public universities. Awards may be used for either undergraduate or graduate study.
Nurse Education Scholarship Loan Program (NESLP)  
(FELS – repealed but renewable) 
The NESLP is designed to reduce the shortage of practicing nurses in North Carolina.

Eligibility: NESLP awards are
- Available through the financial aid offices of North Carolina colleges and universities that offer nurse education programs that prepare students for licensure in North Carolina as Licensed Practical Nurses (LPN’s or RN’s)
- Based upon financial need and other factors such as academic performance
- Applicants must be residents of North Carolina for tuition purposes.

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

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

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

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

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

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

Eligibility: To be considered, a candidate must
• Have a cumulative grade point average of 3.5 or better
• Be a graduating senior at a North Carolina high school
• Enroll at an accredited two-year community college or four-year university next fall.

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

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

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

There are no limitations on age, income level, previous education, course of study or training program the applicant is planning to pursue. The scholarship may be used to begin a program or continue a program in which the applicant is already enrolled. It may be used for state universities in North Carolina or community colleges. GSK Inc. and Triangle Community Foundation employees and their family members are not eligible.

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

Golden LEAF Scholarship
Provides grants up to $700 per semester, including summer session for curriculum students and up to $200 per semester for occupational education students to be applied toward their tuition, registration fees, and related expenses at the community colleges where they are enrolled. Scholarships will be need and merit based on a first-come, first-served basis. Eligible recipients can choose to attend any of the 58 member institutions of the North Carolina Community College System.

Eligibility and application procedures can be found at www.cfnc.org/goldenleaf. The Financial Aid Office will advertise the availability of applications on the CCC&TI Financial Aid website and on the scholarship bulletin boards located on campus.
Golden LEAF Transfer Scholarship
Designed to assist current high school seniors, current NC community college students and students currently enrolled at public North Carolina four-year universities.

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

Ray Jefferies Scholarship
One scholarship valued at $1,000 will be issued jointly to the recipient and to the college.

Eligibility: To qualify as a candidate for the Ray Jefferies Scholarship, a student must meet the following criteria:
- Be elected the president of the North Carolina Comprehensive Student Government Association (N4CSGA) for the academic school year.
- Have the SGA Advisor and/or Dean of Students submits a written statement verifying their position to the appointed N4CSGA Trustee.

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

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

Eligibility: The award is available to students who will be college freshmen or sophomores who
- Plan to enroll at North Carolina institutions of higher education
- Provide a recommendation from a high school principal, a college counselor or a community leader
- Present a certified copy of school transcripts with a minimum C+ or 2.5 grade point average
- Submit an essay
Value: Two scholarships valued at a minimum of $500 each will be awarded for the academic year. Funds will be used for tuition and educational expenses.

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

Eligibility: Eligible candidates must
• Be U.S. citizens, U.S. nationals or lawful permanent resident aliens of the United States.
• Be 17 years of age or older
• Have a high school diploma or a high school equivalency or obtain one while serving
• People with disabilities are strongly encouraged to apply.

Value: Upon completing 1,700 hours of service in one year, members receive educational vouchers worth $4,725 for full-time service and $2,362 for 900 hours of less than full-time service, and $1,000 for 300 hours in an education award only position. The vouchers can be used to help pay off student loans, or to finance college, graduate school, or vocational training. In addition, the living stipend for members during the year they provide service is $10,900-$21,800 for full-time participants, and up to $10,900 for less than full-time participants.

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

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

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

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

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

**North Carolina Hispanic College Fund (NCHCF)**  
The NCHCF is a charitable fund established by the NC Society of Hispanic Professionals to benefit Hispanic students in North Carolina. Applicants must enroll in a degree program at a community college or a four year university, and must be committed to public service and community development.

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

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

**North Carolina Needs Based Nursing and Teaching Scholarship (NCNTS)**  
The NCNTS is to increase educational opportunities for students who wish to become nurses and teachers. Annual scholarship amounts range from $1,425 for part-time student to $1,900 for full-time students.

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

**Application Procedures:** Each college will develop their own scholarship applications and will select students from a pool of qualified applicants. Two recipients will be selected each academic year.

Application information may be obtained in the Financial Office.

**North Carolina Veterans Scholarship**  
Award is available to children of certain deceased or disabled veterans or those listed as POW/MIA. Veteran must have been a legal resident of North Carolina at time of entry into service, or child must have been born in North Carolina and resided there continuously.
Full scholarships provide for four academic years of free tuition, room, and board allowances and mandatory fees at state-supported institutions. Limited scholarships provide free tuition and mandatory fees. Awards may be used for either undergraduate or graduate study.

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

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

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

State Employees Association of North Carolina (SEANC) Scholarships (Need-Based)
First established in 1974, the SEANC Scholarship Program provides endowments to SEANC members, their spouses, and their children to attend technical schools, community colleges, trade schools, junior colleges, or four-year universities on a full-time basis.

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

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

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

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

The decision of the Scholarship Selection Committee will be final.

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

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

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

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

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

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

**Locally Supported Scholarships**

CCC&TI has numerous types of scholarships available through the Foundation. Applications are available online as funds are made available.

**Julia Alexander Memorial Scholarship**
Established in 1981, this award is designated for a student in an office-related technology program who maintains a GPA of 2.5. This fund honors a past president of the college’s NCAEOP chapter. Selections and funding will be completed by NCAEOP.

**Bill and Vivian Armfield Scholarship**
This fund was established by David and Amy Clark to honor Bill and Vivian Armfield’s contributions to CCC&TI. The recipient must be a Caldwell County resident pursuing an elementary education career through the college transfer program.

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

**Kenny Beane Scholarship**
Established in 1998 by friends and family of Kenny Beane to assist students enrolled in a vocational certificate or diploma program.

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

**Anne and Alex Bernhardt, Sr. Scholarship**
Established in 2011 to provide need-based financial aid and mentoring for single parents enrolled full-time in an Associate degree or diploma program.

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

**Dr. Kenneth and Betty Boham Scholarship**
Established to provide assistance toward tuition and fees for Truck Driver Training or Electrical Lineman students in the fall as well as assistance with High School Equivalency (HSE) testing fees in the spring.
Wilson and Ola Brown Scholarship
Given in 1997 by Gilma Roberts, in memory of her parents, the recipient must be a first generation college student who attends full-time while enrolled in the college transfer program and have a 3.0 GPA.

Margaret “Peg” MacQueen Broyhill
Established in 2008 to honor Peg Broyhill for her many years of service to the Foundation of CCC&TI, recipient must be a full time curriculum student with a minimum 3.0 GPA who has unmet financial need and demonstrates a commitment to succeed.

J.E. Broyhill Fund (Gateway Scholarship)
This scholarship is for tuition for students enrolled at CCC&TI who have completed at least one semester at Gateway High School and graduated from high school.

Thomas H. Broyhill, II Memorial Scholarship
Endowed in memory of Tom Broyhill for a student with unmet financial need who is attending full-time while maintaining a 3.0 GPA or higher.

CCC&TI Foundation Incentive Scholarship
CCC&TI Foundation Incentive Scholarship sends Award certificates, as available, to students shortly after they earn either their HSE or AHS diploma. Funds will be used to assist these graduates with their continuing education.

Barbara L. Clark Scholarship
Established to provide a scholarship for a female student who is attending part-time while working full-time with unmet financial need. Program or length of study may vary.

Gladys Cobb Clark and Nellie B. Cobb Scholarship
Established to assist a Nursing or Ophthalmic Medical Assistant (OMA) student with unmet financial need.

College Transfer Scholarship
A scholarship awarded to a college transfer student, graduating no later than the summer semester and accepted into a four-year college program for the following fall semester.

Marischa Cooke Scholarship
This scholarship was established in 2011 in memory of former CCC&TI librarian, Marischa Cooke. The scholarship is for transfer students pursuing a degree in education who need financial assistance to complete studies at CCC&TI.

Kay and Patrick Crouch Music Scholarship
Endowed in honor of Kay and Patrick’s service to the college and community in enriching the lives of others through their music; funds designated for a deserving Fine Arts/music student. Student must be full-time and have already successfully completed the first year of music theory (MUS 121 – 122).

M. L. DeVane Scholarship
The Ebony Kinship Club of CCC&TI established this fund in 1975 to aid a student enrolled full-time at this institution.
John A. Forlines, Jr. Educational Scholarship
Established in 2003 by friends and family of John A. Forlines, Jr. in honor of his many contributions and years of service to the college. Forlines was a founding trustee and served as the first chairman of the Board of Trustees. Funds are designated for a student planning to major in Business, Finance, or Information Technology.

Riley Thomas Greer Scholarship
Established from the estate of William White, Jr. in memory of his grandfather, Riley Thomas Greer. This fund will provide a merit scholarship to a deserving student who exhibits academic promise and is preferably enrolled, or plans to enroll, in a program leading to a degree in the sciences.

Dr. J. Laird Griffin Scholarship
This scholarship was established in honor of Dr. J. Laird Griffin and is awarded to a Caldwell County student in the health sciences field.

V. D. Guire Memorial Scholarship
Established in memory of Evelyn G. Allen’s father, V.D. Guire, this scholarship is awarded to a Caldwell County student with unmet need.

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

Barton and Estoy Hayes Scholarship
Scholarships awarded to students who have graduated from Caldwell Career Center Middle College and are attending CCC&TI the following fall semester. The scholarship is awarded for tuition, fees, and books for the first college level vocational or technical curriculum course. Student must provide high school transcript to the Foundation Executive Director prior to fall semester enrollment of classes. Awarded contingent upon available funding.

Jimmy Hemphill Scholarship
This scholarship was established in August 1998 by friends, family and colleagues to honor Jimmy Hemphill, former executive vice-president, upon his retirement from CCC&TI. The recipient of this scholarship will demonstrate a personal drive to succeed, active college and/or community service, and demonstrate a history of academic achievement.

T. C. and Annie High Scholarship
Established by the family of T. C. and Annie High for a student from the southern part of Caldwell County who has unmet need.

Clayton Holland Memorial Scholarship
Scholarship is awarded to a full-time culinary student for tuition, books, uniform, supplies or any education related expenses.

Beverly Holt Scholarship
This scholarship was established in 2003 by friends and family of Beverly Holt in her
memory. The scholarship is awarded to a cardiovascular sonography student with unmet need.

**Industrial/Transportation Scholarship**  
Established May 24, 1994. Scholarships will be awarded to full-time and/or part-time students on the basis of achievement or financial need. A student must be beginning or continuing study in a technical field in the Industrial/Transportation Department.

**Steve and Beverly Jaynes CCR Assistance Fund**  
Established to provide assistance to College and Career Readiness (CCR) students to enhance student success.

**Claudia S. Kincaid Achievement Award**  
The friends and coworkers of the late Claudia Kincaid, Dean Emeritus, Student Development of CCC&TI, established this fund in 1983. The award is presented to a student who has completed one half of the required hours in a specific curriculum with a cumulative GPA of 3.50 or better.

**J. Wade and Mary Sue Kincaid Memorial Scholarship**  
Established December 2000 by Steve and Kim Kincaid in memory of J. Wade and Mary Sue Kincaid. Scholarships will be awarded to students enrolled at CCC&TI (curriculum or non-curriculum) who are current Kincaid Furniture Company employees with over one year of service, spouses of eligible employees, retirees, or direct descendants of eligible employees or retirees.

**William Mast, Jr. Scholarship**  
Scholarship awarded in the spring semester to a CCC&TI Basic Law Enforcement Training (BLET) student toward the cost of books, uniforms and supplies. Based on unmet financial need and the recommendation of the Watauga County Sheriff.

**Kathleen McGalliard Medical Scholarship**  
Endowed in 1981; this scholarship aids Caldwell Memorial Hospital employees and volunteers who enroll in a CCC&TI program approved by CMH Auxiliary.

**Wayne J. Miller, Jr. Scholarship**  
Wayne J. Miller, Jr. Scholarship is used to provide scholarships for tuition, fees and/or instructional supplies for non-traditional students enrolled in courses of study exceeding 90 contact hours leading to specific employment opportunities. Award is based on self-declared need or instructor referral to the Vice President of Corporate and Continuing Education.

**Dick and Nancy Mitchell Scholarship**  
Scholarship awarded to resident of Caldwell County. Student must a college transfer student with unmet financial need (not met by PELL) who plans to obtain a Communications Degree after two years of study at CCC&TI.

**Samuel William Orlando Scholarship**  
Established in 2003 as a memorial to Sam Orlando, an instructor at the Watauga campus of CCC&TI, by his friends and family. The recipient must attend the Watauga
Campus of CCC&TI and must have taken, or plan to take, at least two religion courses; however, no specific major is required.

Jerry and Gail Orr Scholarship
Established in 2006 by Jerry and Gail Orr. The scholarship will provide tuition for a student pursuing a degree in a science-related field.

Laurie Jan Orr Scholarship
Endowed in memory of Laurie Jan Orr; designated for a Visual Arts student with unmet financial need.

Tony Pope Memorial Scholarship
Scholarship is awarded to a deserving CCC&TI Truck Driver Training student demonstrating financial need. Based on recommendation from the Director of the Truck Driver Training Program.

Carl B. and Olene B. Prestwood Scholarship
The family and friends of Carl and Olene Prestwood established this scholarship in their memory to assist deserving students.

Gilma Roberts Scholarship
Established in 2008 in memory of Gilma Roberts, CCC&TI retiree, by her family and friends. This fund will provide a scholarship to a deserving full-time student who has earned a 3.0 GPA or higher in college course work.

Rotary Club of Lenoir – Dent Sullivan Scholarship
Established in 2011 in memory of Dent Sullivan to fund scholarships for second-year CCC&TI students enrolled in any program. The recipient demonstrates potential for success and needs financial assistance to complete their education.

Cade Shaver Memorial Scholarship
Established in 1980 by the Cade Shaver Sunday School Class of the First Baptist Church, Hudson, NC. This scholarship is to be awarded to a Caldwell County resident with financial need who is majoring in religion, teaching or human services. Academic standards of progress must be maintained.

Mrs. D.L. Snyder Scholarship
Established in 1997 by the family of Mrs. Snyder on the occasion of her 95th birthday. Recipient must be enrolled in an allied health program and have a 3.0 GPA on a minimum 12 semester hours.

Dan and Ila Stallings Scholarship
This fund was established by Dr. Stallings’ wife and children to honor his years of service to CCC&TI and his many contributions to education. Scholarships are awarded to a second year student with financial need, who is enrolled in the Fine Arts program.

Dent and Louise Sullivan Scholarship
Established in 2003 to provide a scholarship to a deserving 2nd year full-time student working toward an accounting degree with plans to transfer to a four-year institution.
Diana E. Tye, BSN Memorial Scholarship
Scholarship is awarded to a second-year Nursing student in good academic standing with unmet financial need for books, uniforms, and supplies.

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

Madge Waller Scholarship
The Madge Waller Scholarship was established for first-year nursing students with a GPA of 3.0 or higher with unmet financial need. The scholarship was established in memory of Madge Waller, a former RN in the eastern part of NC who attended CCC&TI.

Ann and Guy Walters, Jr. Scholarship
Endowed in honor of Mr. Walters’ birthday; provides merit scholarship for deserving high school graduates to continue their education, earning an Associate Degree and has plans to pursue post-secondary education.

Linda C. Waters Art Fund
Given by Waters family and friends and the Caldwell Arts Council, the Linda C. Waters Arts Fund was established for enrichment of the arts toward scholarships or art department needs.

James Douglas Weiller Scholarship
Established December 2000 by Barbara and Don Weiller and Mia Weiller in memory of James Douglas Weiller. This scholarship is based on need for non-traditional students (25 years old and older) enrolled in the Truck Driver Training Certificate Program at CCC&TI.

June Wendelborg Scholarship
Established by June Wendelborg in 2002 to provide a scholarship to a deserving student with documented financial need. Student must be a Caldwell County resident who is and continues to maintain full-time enrollment status.

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

Hugh and Martha Wilson Family Scholarship
This scholarship was established in 1997 by the children of Hugh and Martha Wilson. Recipients must be residents of Caldwell County with unmet need.
Emergency Assistance Funds
(Available for all students)

These funds are contingent upon funding availability.

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

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

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

1) Montgomery GI Bill – Active Duty (MCGIB/Chapter 30)
2) Post 9/11 GI Bill – Must have active duty after 9/11/2001. (Chapter 33)
3) Montgomery GI Bill – Selected Reserve (MCGIB/Chapter 1606)
4) Reserve Education Assistance Program (REAP/Chapter 1607)
5) Survivors’ and Dependents’ Educational Assistance Program (DEA/Chapter 35)
6) Tuition Assistance “Top Up” Program
7) Veterans Educational Assistance Program (VEAP/Chapter 32)
8) Vocational Rehabilitation for Veterans with Service Connected Disabilities/Chapter 31
9) Work Study Program

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

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

Student Identification Cards

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

Counseling and Advising Services

CCC&TI provides either directly, or through collaboration and referral, a variety of academic and employment services, as well as both career counseling and brief personal counseling and referral. Services within the Counseling and Advisement department are designed to promote student learning and reduce barriers to attaining personal, academic, and career goals. Service areas include career and personal counseling and referral, academic advisement, and transition advisement for high school populations.

Counselors are available on the Caldwell and Watauga campuses, both day and evening, to provide confidential assessment, personal counseling, and information and referral services. Although an appointment is preferred, walk-ins are welcome as staffing permits. Referrals to private counseling or mental health providers may be made for students in need of extended counseling services beyond the brief counseling services offered by the college’s professional counselors. The CCC&TI Foundation provides funds to help pay for a portion of those services delivered by a private provider. Students in urgent need of counseling services at a time when no college counselor is available may contact an on-call mental health professional toll free through Smoky Mountain Center for Mental Health at 1-800-849-6127. In cases of risk of injury or psychiatric emergency students should contact 911.

Additional personal, career, and employee development activities are offered throughout the year in the form of workshops and support groups. Career assessment and counseling services are provided both by individual appointment or through career development workshops as needed. Students seeking employment assistance are encouraged to contact the Career Planning and Placement Center (828-759-4680). Students may also utilize resource links from the Counseling and Advisement Services pages on the college website.

Academic Advising Center

The main purpose of the Academic Advising Center (AAC) is to serve as the assigned advisor for Associate in Arts (AA) and Associate in Science (AS) college transfer students. Supplemental advising is also provided in select technical programs. In
addition to academic advising, the following services are also provided:

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

**Housing**

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

**Transportation**

The college provides no transportation service for students.

**TRIO Programs**

TRIO/Student Support Services (TRIO/SSS), located in B- Annex on the Caldwell Campus and in Watauga Student Services room 100, is one of two federally-funded TRIO programs at CCC&TI. The aim of TRIO/SSS is to provide an academic and personal support system to first-generation or disabled students who have strong financial and academic need. Components of the program include:

1. active participation in program design and implementation
2. a one-credit hour study skills and personal development class
3. tutoring and mentoring
4. service-learning opportunities
5. academic, career, and personal counseling
6. financial aid and transfer advisement
7. leadership opportunities in extra-curricular, cultural, and program development activities.

TRIO/SSS’s sister program at CCC&TI is TRIO/Educational Talent Search (TRIO/ETS), which prepares students in grades 6-12 for enrolling successfully in post-secondary studies. Please see [www.cccti.edu/TRIO/ETS/ETShome.asp](http://www.cccti.edu/TRIO/ETS/ETShome.asp)

**Academic Support Center**

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

- free onsite tutoring in areas such as English, math, accounting and other subjects as needed
- interactive computer tutorials in a range of subject areas
- video tutorials
- review materials for health science entrance test, NC DAP (placement tests) and
PRAXIS
• study skills
• supplemental instruction (an academic enrichment program that utilizes peer-assisted study sessions)
• Smarthinking: free online tutoring

The Academic Support Center is located in F-146 on the Caldwell Campus and in Room 110 at the Watauga Instructional Facility. All services are free to students enrolled in Caldwell Community College and Technical Institute. Appointments are not necessary. Students may reach the Academic Support Center by calling 726-2725 or 297-3811. Instructors and tutors are available to assist students if they need help.

Writing Center
The Writing Center is designed to provide writers with the tools necessary to write and communicate effectively, thereby promoting success throughout college as well as in the workplace. The Writing Center offers a positive, individualized and collaborative learning environment with trained staff who are willing and able to assist writers one-to-one with all types, modes, and levels of writing at all stages of the writing process.

The Writing Center is a free service for all CCC&TI students, faculty, and staff. Open Monday through Friday, no appointments are necessary in centers located on both campuses. Writing Center services are also available online. For more information, please call 726-2376 (Caldwell campus/online) or 297-5292 (Watauga campus).

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

Disability Services
CCC&TI Disability Services provides equal access and comprehensive, quality services to all students with disabilities who experience barriers to academic, personal, and social success. The DS offices on both campuses coordinate accommodations and support services to all qualified students with disabilities so they can be self-sufficient and develop their maximum academic potential.

How to Obtain Services
• Contact Disability Services personnel on the campus where you will be attending classes or where you registered for online classes.
• Provide DS with current documentation of your disability.
• Request services in a reasonable time to allow personnel adequate time to arrange services.
• Visit DS regularly at the beginning of every semester and again during each semester, keeping them informed of your progress or problems.
• Additional procedures and policies are accessible via http://www.cccti.edu/StuServices/DS/index.html.

Contact Information
Nancy Leonard, Director Disability Services
Watauga Campus, Student Services Room 102
828-297-3811 Ext. 5239 nleonard@cccti.edu
Tuesday Sigmon, Counselor and Coordinator Disability Services Caldwell Campus, F Building, Room 123 828-726-2716 tsigmon@cccti.edu

Student Rights
• Equal access to courses, programs, services, jobs, and activities offered by the college
• Equal opportunity to work, learn, and receive accommodations, academic adjustments and/or auxiliary aids and services
• Confidentiality of information regarding their disability as applicable laws require
• Information available in accessible formats

Student Responsibilities
• Meet qualifications and maintain essential institutional standards for the programs, courses, services, and activities.
• Self-identify disability status in a reasonable and timely manner.
• Provide disability documentation from a qualified professional that reflects the student’s current disability status, and how their disability limits participation in courses, programs, services, and activities.
• Follow published procedures of your college for obtaining academic adjustments, and/or auxiliary aids and services.

Suggestions for Students
• Some accommodations require extra time to set up, so it is imperative to self-identify and request accommodations as soon as possible.
• Attend classes and follow instructions provided in the class syllabus concerning absences, emergency needs, or other information specific to class.
• Discuss with instructor ahead of time the possibility of any absences.
• Contact other outside agencies for possible eligibility in additional services.
• Arrange for personal attendants if needed, whether paid for by an agency or family (colleges are not required under ADA to provide personal attendants, tutors, or personal items such as hearing aids, prostheses, individually designed and fitted special extensions or wands for computer or other resource operation).
• Students with disabilities should process their own college business transactions such as registration, drop/add, refunds, etc.
• Keep in touch with Disability Services on your campus at the beginning of every semester and anytime during the semester. We want to know how students are doing and how we can help.
• Adhere to the college’s Code of Conduct.

Source: North Carolina Community College System Office Handbook
Confidentiality
Faculty and staff of CCC&TI, including personnel in Disability Services, adhere to all the requirements of the Family Education Rights and Privacy Act (FERPA).

Applicable Laws

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

The Broyhill Center for Learning Resources (LRC/Library)
With locations on both campuses, the Learning Resource Center offers a variety of library services to support student success and faculty instruction, including:

- books, e-books, magazines, newspapers and other reference sources
- a browsing collection of popular books and magazines
- faculty reserves, including DVD reserves
- access to and instruction on using NCLive and other databases
- internet access (computers and wireless access)
- Microsoft Office (word processing, spreadsheet and presentation software)
- black and white printers and a student photocopier
- study rooms for individuals and groups*
- research assistance
- library orientations and class specific instruction (by request)
- instructional DVDs and audio visual equipment (faculty use only)
- interlibrary loans

The Learning Resource Center is located in Building E on the Caldwell Campus and in Room 105 at the Watauga Instructional Facility. Library cards are free to students and the general public. Library staff are happy to answer your questions and can be reached at 726-2309, 297-3811 or at reference@cccti.edu.

*only at the Caldwell Campus
Student Activities and Organizations

Student Activities
CCC&TI believes that student participation in extracurricular activities contributes to the total development of the individual. In order to finance these activities, a student activity fee is charged to each student. A student activity fee of $7 per credit course up to a maximum of four courses ($28) is charged each student per semester (fall and spring), and $3 per course up to a maximum of $9 for summer semester. The fee is used to support activities and organizations such as: Student Government Association (SGA); campus clubs; Fall Festival; Spring Fling; Intercollegiate Athletics (NJCAA); intramurals; recreational equipment; scholarships; trophies; speakers; a variety of cultural programs; and to support a variety of other activities on campus. Students who wish to initiate new activities should contact the Student Government Association SGA@students.cccti.edu or wsga@cccti.edu or Student Activities Director for assistance.

Student Government Association
The Student Government Association (SGA) represents the curriculum student body of CCC&TI. The purpose of the SGA is to serve as a united voice of the students, provide a medium for leadership development, and promote self-governance within the student body in order to support students’ rights, responsibilities and code of conduct and lead the student body in extra-curricular and student-life activities. Officers are elected in the spring of each year to serve the student body the following year. SGA Senators are appointed in the fall and serve the fall and spring semesters. SGA takes responsibility in promoting various activities and opportunities for out of class learning, social contacts, entertainment, and self-governance. The elected officers strive to promote the general welfare of the students in a democratic fashion. General Assembly meetings are held each month to provide an opportunity for the student body to interact with the SGA and learn about upcoming events on campus. A copy of the SGA Constitution may be found in the SGA Office or Student Activities Office located in E118 and E121. On the Watauga campus, stop by Student Services or call 828-297-2185.

Club and Organizations
Students are encouraged to join clubs and organizations offered on campus.

The following organizations are related to subject or department areas:

- Basic Law Enforcement Club, Biomed Club, Cosmetology Club (Day - Night), Culinary Guild, Early Childhood Teachers Club, Landscape Gardening Club, Paralegal Club, Physical Therapy Assistants Club, Alpha Gamma Beta (Nuclear Medicine Technology), Rho Alpha Delta, Sonography Club, Speech Language Pathology Club, Automotive Club Skills USA, Phi Beta Lambda (Future Business Leaders of America) and Rotaract.

The following general interest clubs are open to all students:

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

- IEEE - Institute of Electrical and Electronics Engineers-IEEE’s core purpose is to foster technological innovation and excellence for the benefit of humanity.
- International Citizens Student Association - This organization seeks to increase awareness of different cultures and issues around the world, giving students a chance to explore these issues outside the classroom
- Phi Beta Lambda (Future Business Leaders of America) - FBLA-PBL is the largest business career student organization in the world. It meets on the Caldwell and Watauga campuses. www.FBLA-PBL.org
- Rotaract is a Rotary sponsored service club for young men and women
- Global Students Club-increases awareness of different cultures and issues around the world, giving students a chance to explore these issues outside classroom settings.

All clubs must be organized in a manner consistent with the requirements of the Student Government Association. In addition, all student activities and clubs that receive or dispense funds must do so in accordance with procedures specified by the Vice President of Finance & Administration. Activities designed to raise funds and requests for using those funds must be approved in advance by the Student Activities Director, the Vice President of Student Services, the SGA President and the club advisor.

In some instances, the Executive Director of the CCC&TI Foundation may need to approve fundraising activities. Receipt and disbursement of funds shall be in accordance with provisions of the North Carolina Administrative Code, the State Auditor’s office, the NC Community College System, and of CCC&TI. The CCC&TI's Executive Council retains final authority to approve, modify, or discontinue student activities or clubs.

**Committees open to student involvement**

Global Diversity Committee - focused on issues surrounding global awareness and Diversity, this committee meets on both campuses.

**Honor Societies**

Students are invited to join based on criteria set by each organization.

- **Ambassador Program** – Student Ambassadors are a select group of students demonstrating academic excellence who represent the college at a variety of events.

- **Phi Theta Kappa** – The objective of the Alpha Lambda Pi Chapter, in addition to those specified in Article II of the National Constitution shall be to promote the intellectual atmosphere of CCC&TI.

- **Sigma Alpha Pi** – The National Society of Leadership and Success-Is a community of leaders dedicated to creating lasting and positive change. Sigma Alpha Pi offers students leadership training, a national speaker series, and peer coaching in small groups. www.societyleadership.org
**Intercollegiate Sports**

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

**Intramurals**

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

**WISE UP Workshops**

WISE-UP is a noon-hour workshop series for students to provide information related to academics, careers and wellness. Topics may include using Moodle and other technology resources, stress management, math anxiety, book discussions and more. Visit the Cobra calendar on the website for specific workshops and times.

**Chorus**

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

**Theatre**

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

**J.E. Broyhill Civic Center**

The J.E. Broyhill Civic Center of CCC&TI is located in Lenoir two miles north of the Caldwell Campus on US 321. The civic center features a 1,000-seat performance theatre and meeting rooms along with a hospitality lab/catering kitchen located on the conference level. Facilities are available for rent for conferences, meetings, weddings and other events. Be sure to check out the civic center’s annual Showcase of Stars events at www.broyhillcenter.com. From comedy and dance to Broadway shows and a variety of
music programs, each year's season lineup offers something for everyone. In addition, the college presents several Performing Artist Series programs throughout the year at the civic center featuring regional, national and internationally known musical artists, lecturers, dance and dramatic presentations. Discounted tickets for civic center events are available to CCC&CTI students and employees with a college I.D. Students are admitted to CCC&CTI's Performing Artist Series events at no charge with an I.D. Contact the Box Office at 726-2407 for complete details and ticket information.

**Publications**

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

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

**Bookstores**

Visit the Bookstore webpage at www.cccti.edu/bookstore for information about accepted payment types, return policies, book buyback dates, financial aid charge dates, store hours, book rental, etc. Announcements are also sent to student email accounts periodically to keep students informed.

During the registration periods throughout the year, book titles, ISBNs and price estimates may be obtained through WebAdvisor or by going to www.caldwellcc.bkstr.com. Click on the yellow box that says “START HERE” and then follow the prompts. Book information is subject to change.

The Caldwell Campus Bookstore is located on the ground floor of E Building beside the Student Lounge. Regular Hours:* M-Th: 7:45 am - 7 pm; F: 7:45 am - 3 pm.

The Watauga Campus bookstore is located between the College and Career Readiness Center and the Student Support Center. Regular Hours:* M-Th: 7:45 am -1 pm and 2 pm - 5:45 pm; F: 7:45 am - 2:45 pm.

*Hours on both campuses will change during summer semester, the rush period at the beginning of each semester, and any days curriculum classes are not in session. Check the Cobra Calendar, bookstore webpage or student email accounts for changes in bookstore hours.
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility. As members of the academic community, students are subject to the obligations that accrue to them by virtue of this membership. As members of the larger community of which the college is a part, students are entitled to all rights and protection accorded by the laws of that community. By the same token, students are also subject to all laws, the enforcement of which is the responsibility of duly constituted authorities. When students violate laws, they may incur penalties prescribed by legal authorities. In such instance, college discipline will be initiated only when the presence of the student on campus will disrupt the educational process of the college. However, when a student’s violation of the law also adversely affects the college’s pursuit of its recognized educational objectives, the college may enforce its own regulations. When students violate college regulations, they are subject to disciplinary action by the college whether or not their conduct violates the law. If a student’s behavior simultaneously violates both college regulations and the law, the college may take disciplinary action independent of that taken by legal authorities.

Student Rights

- All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the state of North Carolina shall not be denied any student.
- Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
- Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and nondiscriminatory rules and regulations regarding time, place, and manner.
- Students have the right to inquire about and to propose improvements in policies, regulations and procedures affecting the welfare of students through established student government procedures, campus committees, and college offices.
- Students and former students have the right to review their official records and to request a hearing if they challenge the contents of these records.
- No disciplinary sanctions other than temporary removal from class or activity (only for duration of said activity) may be imposed upon any student without due process. Due process procedures are established to guarantee a student accused of a student code of conduct violation the right to a hearing, a presentation of charges, evidence for charges, the right to present evidence, the right to have witnesses on one’s behalf and to hear witnesses on behalf of the accuser(s), the right to counsel, and the right of appeal.

Crime Awareness and Campus Security

Prospective and current students who would like information concerning campus policies and procedures relating to The Crime Awareness and Campus Security Act of 1990 may request a copy of the college’s safety plan on file in the office of the vice president of facilities services. In addition, information may be found in the Student Handbook.
The Victims of Trafficking and Violence Protection Act of 2000 required colleges and universities to inform students and employees how to learn the identity of registered sex offenders on campus. This law contains the Campus Sex Crimes Protection Act which became effective October 28, 2002. Sex offender information is compiled by the North Carolina State Bureau of Investigation and posted at http://sexoffender.ncsbi.gov/. Information about registered sex offenders can also be obtained from the local sheriff’s department in Caldwell or Watauga counties.

Parking Regulations

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

Students are responsible for being aware of all traffic and parking regulations as outlined in the college’s Institutional Policy and Procedures manual. Lack of knowledge of these regulations will not justify forgiveness of penalties for violations.

Tobacco Use Policy

Caldwell Community College and Technical Institute recognizes the serious and substantial public health risk and productivity problems caused by tobacco use. In an effort to create a healthy, comfortable and productive environment for all students, employees and visitors, CCC&TI adopts this Tobacco Use Policy. This policy is in effect for all CCC&TI properties and applies to all students, employees and visitors.

Definition of Tobacco Products and Tobacco Use

For the purpose of this policy, “tobacco product” is defined to include cigarettes, cigars, cigarillos, blunts, pipes, bidis, hookahs, chewing tobacco, dip, smokeless tobacco, snuff, electronic cigarettes, electronic cigar, electronic pipe or any other items containing or reasonably resembling tobacco or tobacco products (G.S. 115D-20.1)

Tobacco use includes smoking, chewing, dipping and other use of tobacco products.

The following campus properties are tobacco free:
- building entrances
- building interiors
- exterior areas surrounding all building entrances
- covered walkways

Tobacco products will not be promoted, sold, or distributed on CCC&TI properties. Tobacco use cessation information will be offered by CCC&TI.

Approved by the CCC&TI Board of Trustees August 20, 2014.
Weapons Policy

Possession or use of a weapon, as defined by North Carolina state law, on CCC&TI premises or at CCC&TI sponsored or supervised functions, is prohibited under G.S. 14-269.2 This includes carrying: any gun, rifle, pistol, BB gun, stun gun, air rifle, air pistol, or other firearm, dynamite cartridge, bomb, grenade, mine, tear gas or powerful explosive, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance, on educational property.

Exceptions may apply to:
- authorized college security personnel
- law enforcement officers attending CCC&TI college classes or activities

This prohibition does not apply to an individual who has
- a concealed handgun permit issued in accordance with Chapter 14, Article 54B of the North Carolina general statutes, has a concealed handgun permit considered valid under G.S. 14-415.24, or is exempt from obtaining a permit pursuant to G.S. 14-415.25, provided the weapon is a handgun, AND
- the handgun remains in a closed compartment or container within the individual’s locked vehicle or a locked container securely affixed to the individual’s locked vehicle, AND
- the vehicle is only unlocked when the individual is entering or exiting the vehicle, AND
- the handgun remains in the closed compartment at all times.

Violations
- Employees, students, vendors, visitors, or members of the public who possess weapons in violation of these regulations may be subject to criminal penalties.
- Any employee or student who reasonably suspects these regulations are being or have been violated must immediately report the matter to vice president of student services or local law enforcement.
- Any employee who either violates these regulations, or who fails to report reasonable suspicion of any violation, will be subject to disciplinary action, up to and including termination of employment.
- Any student who either violates these regulations, or who fails to report reasonable suspicion of any violation, will be subject to disciplinary action, up to and including being banned from campus, suspension or expulsion.

Approved by the CCC&TI Board of Trustees August 20, 2014.

Student Code of Conduct

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

- Academic dishonesty (See Academic Integrity Policy); a second violation of the CCC&TI Academic Integrity Policy shall be treated as a disciplinary issue carrying severe consequences.
- Theft of, misuse of, or damage to college property, or theft of or damage to property of a member of the college community or a campus visitor on college premises or at college functions; unauthorized entry upon the property of the college or into a college facility or a portion thereof which has been restricted in use and thereby placed off limits; unauthorized presence in a college facility after closing hours.
- Possession, use or distribution of alcoholic beverages or being in a state of intoxication on the college campus or at college sponsored or supervised functions off campus or in college owned vehicles. Possession, use or distribution of any illegal drugs, except as expressly permitted by law. Any influence which may be attributed to the use of drugs or of alcoholic beverages shall not in any way limit the responsibility of the individual for the consequences of his/her actions.
- Lewd or indecent conduct, including public physical or verbal action or distribution of obscene or libelous written material.
- Mental or physical abuse of any person on college premises or at college sponsored or college supervised functions, including verbal or physical actions which threaten or endanger the health or safety of any such persons or which promote hatred or racial prejudice.
- Any act, comment, or behavior which is of a sexually suggestive or harassing nature and which in any way interferes with a student’s or an employee’s performance or creates an intimidating, hostile or offensive environment.
- Any act or misuse of technology that is directly prohibited by the current computer usage policy.
- Intentional obstruction or disruption of teaching, research, administration or disciplinary proceedings or other college activities, including public service functions and other duly authorized activities on college premises.
- Occupation or seizure in any manner of college property, a college facility or any portion thereof for a use inconsistent with prescribed, customary or authorized use.
- Participating in or conducting an assembly, demonstration or gathering in a manner which threatens or causes injury to person or property; which interferes with free access to, ingress or egress of college facilities; or which is harmful, obstructive or disruptive to the educational process or institutional functions of the college; remaining at the scene of such an assembly after being asked to leave by a representative of the college staff.
- Possession or use of a firearm, incendiary device or explosive, except in connection with a college approved activity. This also includes unauthorized use of any instrument designed to inflict serious bodily injury to any person.
- Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.
- Gambling.
- Smoking in classrooms, shops, labs or other unauthorized areas.
• Violation of college regulations regarding the operation and parking of motor vehicles.
• Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive.
• Failure to comply with instructions of college officials acting in performance of their duties.
• Violation of the terms of disciplinary probation or any college regulation during the period of probation.
• Fiscal irresponsibility such as failure to pay college levied fines, failure to repay college funded loans or the passing of worthless checks to college officials. The college will not accept checks from students who have written the college a check with insufficient funds.
• Violation of a local, state or federal criminal law on college premises adversely affecting the college community’s pursuit of its proper educational purposes.
• Any conduct which materially and adversely affects the educational process.
• Any physical, emotional or behavioral problems that adversely affects the safety of students and the educational process.

### Disciplinary Procedures

#### Immediate Dismissal

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

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

#### Charges

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

- name of the student(s) involved.
- the alleged violation of the specific code of conduct.
- the time, place, and date of the incident.
- the name(s) of person(s) directly involved or witnesses to the infractions.
- any action taken that related to the matter.
- desired solution.
Investigation and Decision
Within 5 working days after the charge is filed, the vice president of student services shall complete a preliminary investigation of the charge and shall schedule a meeting with the student. After discussing the alleged infraction with the student, the vice president of student services may act as follows:

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

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

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

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

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

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

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

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

**Loss of Academic Credit or Grade**
This punishment is imposed as a result of academic dishonesty (as determined by the Grade Appeal Procedure).

**Withholding Transcript, Diploma, or Right to Register**
This sanction is imposed when financial obligations are not met.

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

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

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

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

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

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

**Grievance Policy and Procedures**

**Statement of Policy**
Caldwell Community College and Technical Institute is committed to mutual respect among all constituents of the college community. The purpose of this procedure is to provide CCC&TI students an equitable and orderly process to resolve grievances other
than sexual harassment complaints and grade appeals. Because separate policies/procedures exist for these disputes, complaints of this nature are excluded from consideration under this policy.

**Definition:** A grievance exists in any situation in which students feel that there has been a violation, misinterpretation, or misapplication of an existing college policy including complaints alleging discrimination or harassment on the basis of race, color, creed, national origin, sex, age, sexual orientation, disabling condition, or other personal characteristics.

Every attempt should be made to resolve violations of policy in an informal manner and only when these attempts are not successful should the formal procedure be utilized. Persons involved in the grievance procedures shall not be coerced, intimidated, or suffer any reprisal.

**Informal Procedure**
Prior to filing a formal grievance, students are strongly encouraged to discuss their grievances with the person alleged to have caused the grievance. The purpose of this informal discussion is to provide the student, faculty member, or other person with authority the opportunity to address and resolve the grievance at the lowest possible level.

a. The student shall first informally discuss the matter in question with the college faculty or staff member most directly involved. If the meeting with the college employee fails to produce a satisfactory settlement, the student may appeal directly to the employee’s immediate supervisor.

b. Should an informal discussion fail to produce a satisfactory settlement of the grievance, the student should contact the employee’s immediate supervisor, who will attempt to mediate a resolution. If these informal discussions do not satisfactorily resolve the grievance, the student may initiate the formal grievance procedure.

**Formal Procedure**
**Step One:** In the event the matter is not resolved informally, the student may submit the grievance in writing to the vice president of student services who shall hear all parties involved in the grievance and render a written decision. Note: The grievance may be initiated at or moved to Step Two without a hearing at a lower step(s), if both parties agree.

A copy of the grievance must be filed as provided in Step One within twenty (20) business days from the date on which the act or purported act which is the subject of the grievance occurred.

The vice president of student services will hear all parties involved in the grievance and render a written decision within five (5) business days of receipt of the grievance. If the grievance is against the vice president of student services, the executive vice president will perform the functions of the vice president of student services as required by this policy.

a. Should a grievance not be satisfactorily resolved or should no decision be forthcoming in the time prescribed above, the grievance may, within five (5) business
days, be submitted to the next step. If the finding or resolution of a grievance at any step in the grievance procedure is not appealed within ten (10) business days, the grievance will be considered settled on the basis of the last answer provided, and there shall be no further appeal or review.

**Step Two:** If the grievance is not resolved satisfactorily in Step One, it may be appealed to the Grievance Committee, who will make a decision regarding the grievance. This decision shall be binding to all parties.

The Grievance Committee will hear all parties involved in the grievance and render a written decision within ten (10) business days of receipt of the appeal from the Step One decision.

a. Time limits under the procedure may be changed by mutual agreement only. The chair of the grievance committee will be appointed at the first meeting called by the president or by the chair of the board of trustees if the grievance is related to the president. The grievance committee will consist of four (4) standing members and three (3) members selected at the time a grievance is presented. In addition to the committee members, a recorder will be assigned. The four standing members will serve for two (2) years; and, in order to provide continuity, initially two members will be appointed for two years and two members will serve one year. The parties involved may challenge the impartiality of any of the seven members selected by the president or by the chair of the board of trustees. This committee will act as a hearing committee for all student grievances.

**NCWorks Career Planning and Placement Center**

(Formerly JobLink)

The NCWorks Career Planning and Placement Center (formerly JobLink) offers employment services for the public in partnership with local employers and partner agencies. Offered at no cost to the public, the services and resources include one-on-one career advisement, mock interviews, in-depth resume assistance, computer access and comprehensive job listings. The center also will be working with local employers to educate them on services offered by the center, specialized training opportunities for both current and future workforce, and cooperative education and internship opportunities to help employers connect with CCC&TI students.

The center has two locations:

- **For the general public** - On the ground floor at the back entrance of the Commerce Center (1909 Hickory Blvd., Lenoir), which also houses the Caldwell Chamber of Commerce and Caldwell County Economic Development Commission.
  **Hours:** 8 am to 5 pm Monday through Thursday, with extended hours on Tuesdays until 7 pm. Fridays 8 am to 12 pm.

- **For CCC&TI students** - In the Academic Advising Center in F Building on the CCC&TI Caldwell Campus.
  **Hours:** 9 am to 5 pm Monday through Thursday.
College and Career Readiness

The College and Career Readiness Department (CCR) of Caldwell Community College and Technical Institute prepares students for successful entry into programs of study that result in employment, access to higher education, and the development of lifelong learners. Based on academic levels, students attend CCR classes to improve reading, writing, and math skills. Students have access to secondary credential attainment, English as a Second Language classes, college placement test preparation, tutoring, writing enhancement services, career development activities, and supplemental instruction at little or no cost. Students also take the College Placement Test and may enroll in preparatory classes designed to assure academic readiness for their desired programs of study. Specific programs aligned with identified career pathways offer students the opportunity to concurrently enroll in curriculum or continuing education programs tuition waived.

CCR/Adult Education

Staff members in the College and Career Readiness area are always available to talk with anyone who is interested in enrolling in any program. The first step in the enrollment process is to register for and attend CCR Adult Education Orientation and Assessment class. Orientation sessions are offered weekly at the CCR Adult Education Center located in G building on the Caldwell Campus and at the Watauga College and Career Readiness Center in Boone (Minor applicants, 16-17 years old, must bring a completed Minor Permission Form). Potential students may call the CCR Adult Education office to register for orientation or to make an appointment to talk with an advisor about educational opportunities and entering any of the following programs.

ABE – Adult Basic Education classes are offered for people who would like help learning basic speaking, reading, writing and math skills. These classes are also available for high school graduates who are not prepared for college level classes. Instruction is provided in science and social studies as well. Time and resources are also included for career exploration during the time students are working on readiness skills. Books and materials especially prepared for adult learners are available and students can progress at an individual pace and/or enroll in classes that address specific topics. Many of the learning materials deal directly with the career pathways in which students are inter-
HSE - High School Equivalency – The HSE program is designed to give adults who have less than a twelfth-grade education an opportunity to earn a high school equivalency diploma and to get started on a career pathway of their choice. Classes are offered on the Caldwell and Watauga campuses, and in the community. Individualized and group instruction is provided in an adult-centered atmosphere. Individuals may prepare for the 2014 GED® test series as one option. This test is administered via computer and has four sections: Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies. Persons wanting to earn a high school equivalency may enroll and complete the program at any time during the semester. Orientation and placement testing are offered weekly. HSE completers participate in graduation ceremonies each spring.

Adult Ed. Online – The Online Adult Education program is for anyone who would like to participate in Adult Education programming, but enjoys the flexibility of an online setting. Prospective students must have completed the Adult Education Orientation and Assessment course on campus and have met with his or her advisor prior to enrolling in the online program. Eligibility requirements must be met. For more information regarding this unique opportunity, please call (828) 726-2230.

Adult High School Diploma – The Adult High School Program is for anyone who wants to complete a high school education and earn a diploma. Adult High School classes are offered at Caldwell Community College and Technical Institute in Hudson and Boone. There are no tuition fees for classes. Textbooks are provided free of charge for use in the classroom.

Adult High School classes operate on an eight week block schedule. Five sessions of eight week classes are scheduled each year. Each class meets twice a week for three hours; either a Monday/Wednesday or Tuesday/Thursday schedule. Attendance is required and students must stay the entire three hours. One unit of credit is earned for each class that is successfully completed. Students may enroll in one class, or up to five classes, during each eight week session. A graduation ceremony is held at the J.E. Broyhill Civic Center every May for students that have completed all credit requirements during the previous year.

Adult High School Graduation Requirements
A total of 22 units must be completed for graduation. Applicants may receive transfer credits for courses previously completed in public, private, or home school. If there are no credits to transfer, a student may earn all 22 units in the Adult High School Diploma Program. The graduation requirements are:

- A minimum score of 9.0 on the Reading, Language Skills, and Math Placement tests
- English 4 units
- Mathematics 4 units (to include Algebra I, II and Geometry)
• Science 3 units (to include Biology, Earth and Environmental, and Physical Science)
• Social Studies 4 units (to include American History Pt 1 and Pt 2, Government/Economics, World History)
• Health or PE 1 unit
• Electives 6 units
22 units

ESL – English as a Second Language classes are designed for non-native students who need to learn to speak, read, or write English. Classes are held on campus, in the community, and sometimes in the workplace. Classes to help students prepare for the United States Citizenship exam are also offered.

Family Literacy – The Family Resource Center and Whitnel Elementary School offer Family Literacy classes. Adults in need of basic skills instruction may attend class with their children ages six weeks to seven years. These classes provide comprehensive and intensive services to families. Components of the program include Adult Basic Education/High School Equivalency/English as a Second Language, Parent Education, Parent/Child Together Time and Early Childhood Education.

Special Populations – The College Compass program is designed for adults with intellectual/developmental disabilities or traumatic brain injury. Its goals are to help persons acquire basic skills and abilities needed to become more independent and self-directed and to meet and manage community, social, work, and personal adult responsibilities. Classes meet in community rehabilitation centers, community sites and on campus.

Career Pathways

Program Description
The Career Pathways program is for anyone who is interested in getting a jump-start on a new career when they enroll in College and Career Readiness. The Career Pathways program in the College & Career Readiness Department is a program designed to transition students earning their High School Equivalency (HSE) or Adult High School Diploma into college. The goal is to train and educate students for their chosen career fields, and guide them towards a successful professional career. The current careers that are supported in the Career Pathways program are:

Automotive Systems Technology Office Administration
Collision Repair & Refinishing Medical Office Administration
Truck Driver Training Health Sciences
Landscape Gardening Paralegal Technology
Culinary Arts Early Childhood Education
HVAC Welding

The Career Pathways program allows College & Career Readiness students to finish col-
lege sooner by providing the opportunity to take HSE or Adult High School courses at the same time as Continuing Education and/or Curriculum courses. Career Pathways students can take up to two college level courses tuition-waived. The academic requirement to become a Career Pathways student is a 9.0 grade level equivalent or higher in Reading, as well as demonstrated commitment to College & Career Readiness courses. Certain Career Pathways courses also have team teachers who work with students to help them achieve success in their college courses.

Prior to Career Pathways entry, students will complete a College & Career Readiness Orientation & Assessment session (both morning and evening sessions are available), and meet with an advisor. The interested student should discuss his or her career interests with the designated advisor so he or she may then be directed to the Career Pathways Coordinator for an interview.

**Enrollment Information**

Any interested students may call (828) 759-8199 for more information regarding Career Pathways. To register for College & Career Readiness Orientation & Assessment, call (828) 726-2230 (Caldwell Campus), or (828) 297-5253 (Watauga Campus).

**CCR/Academic Success**

**Developmental Studies** – Developmental Studies classes are provided to students who have a secondary credential but whose college placement test scores indicate academic deficiencies. These classes include preparatory courses designed to assure academic readiness for curriculum programs. If deficiencies are found in any one area, a counselor/advisor will help students select an appropriate course in order to meet necessary program requirements and/or course prerequisites. Developmental studies courses will not count toward graduation. Students are encouraged to complete developmental courses immediately upon enrollment. Developmental courses include Developmental Math (DMA) 010 – 080, Developmental Reading/English (DRE) 096 – 098, and Improving Studies Skills (ACA 085), which is a co-requisite of DRE 096 and 097. Course descriptions may be found in the Course Descriptions section of the college catalog.

**Academic Support Center** – The Academic Support Center offers a variety of services to enhance student learning including free onsite and online tutoring. The Academic Support Center is located in F146 on the Caldwell Campus and Room 110 at the Watauga Instructional Facility. Students may reach the Academic Support Center by calling 726-2724 (Caldwell) or 297-3811 (Watauga).

Please refer to the Services for Students section of the catalog for further information on the Academic Support Center and additional services available to students.

**Writing Center** – The Writing Center is designed to provide writers with the tools necessary to write and communicate effectively, thereby promoting success throughout college as well as in the workplace. The Writing Center is a free service for all CCC&TI students, faculty, and staff. The Writing Center is located on the Caldwell
Campus in F148 and on the Watauga Campus in the Student Services Center, Room 100. Online services are also available through the Online Writing Center.

Please refer to the Services for Students section of the catalog for further information on the Writing Center and additional services available to students.
Programs of Study

College/University Transfer Programs

Associate in Arts  Associate in Fine Arts  Associate in Science

The Associate in Arts, Associate in Fine Arts, and Associate in Science degree programs are designed for persons who are planning to transfer to four-year colleges or universities. These programs provide opportunities to complete the first two years of general college courses with some degree of specialization. The college/university transfer programs, including core requirements, are outlined below.

Program electives may be selected from a variety of courses. Selection should be based upon the requirements of the four-year institution to which the student plans to transfer.

Courses from the college/university transfer programs at CCC&TI normally transfer to four-year institutions participating in the community college articulation agreement. Requirements may be obtained through advisors, counselors in Student Services or at http://www.northcarolina.edu/transfer-student-success/college-transferarticulation-agreements. However, since many institutions and academic departments have specific course requirements, it is in every student’s best interest to consult with the desired senior institution to which transfer is being considered.

Note: The Comprehensive Articulation Agreement (CAA) with the University of North Carolina system requires that a student have earned a grade of C or better in each course and have a cumulative grade point average of 2.0 when all grades are counted in the computation. Thus, in order to gain the advantages of the CAA, a student must attain a grade point average of at least 2.0.

Transfer Assured Admissions Policy

The Comprehensive Articulation Agreement (CAA) addresses the admission of community college graduates to UNC institutions and the transfer of credits between institutions within the North Carolina Community College System and institutions within the University of North Carolina.

The CAA assures admission to one of the 16 UNC institutions with the following stipulations:
• Admission is not assured to a specific campus or specific program or major.
• Students must have graduated from a North Carolina Community College with an associate of arts or associate of science degree.
• Students must meet all requirements of the Comprehensive Articulation Agreement.
• A student must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated
by the college from which he or she graduated, and a grade of “C” or better in all CAA courses.

- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which the student applies.
- Students must meet all application requirements at the receiving institution including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC institution, then he or she will receive a letter from that institution directing the student to the College Foundation of North Carolina (CFNC) website. At the CFNC website (www.cfnc.org), the student will be presented with the conditions of the Assured Admissions Program (specified above), and if these conditions are met, the student will be given information regarding space availability and contacts within the UNC system. The student should contact those institutions to get specific information about admissions and available majors.

In the rare instance that the previous steps do not result in admission to a UNC institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

## College/University Transfer Programs

### Associate in Arts (A10100)

Associate in Arts degree candidates must complete the following general education courses and approved electives for a minimum of 60 credit hours with a program grade point average of 2.0 (“C”) or better.

<table>
<thead>
<tr>
<th>Semester Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
</tr>
<tr>
<td>This requirement is met by completing</td>
</tr>
<tr>
<td>ENG 111</td>
</tr>
<tr>
<td>ENG 112</td>
</tr>
<tr>
<td>Humanities/Fine Arts/Communications</td>
</tr>
<tr>
<td>Three unduplicated courses from at least two subject areas are required.</td>
</tr>
<tr>
<td>ART 111, 114, 115</td>
</tr>
<tr>
<td>COM 231</td>
</tr>
<tr>
<td>ENG 231, 232</td>
</tr>
<tr>
<td>MUS 110, 112</td>
</tr>
<tr>
<td>PHI 215, 240</td>
</tr>
</tbody>
</table>
Social/Behavioral Sciences ........................................... 9
Three unduplicated courses from at least two subject areas are required.

ECO 251, 252
HIS 111, 112, 131, 132
POL 120
PSY 150
SOC 210

Mathematics ......................................................... 3-4
Take one of the following courses:

MAT 143
MAT 152
MAT 171

Natural Science ....................................................... 4
Take one of the following courses, including accompanying lab work:

AST 151/151A
BIO 110  (Note: students may not receive credit for the combination
BIO 111 of BIO 110 and BIO 111)
CHM 151
GEL 111
PHY 110/110A

Additional General Education Hours ............................ 13-14
Select an additional 13-14 semester hour credit courses from courses classified as
general education within the Comprehensive Articulation Agreement. Students
should select these courses based on their intended major and transfer institution.

Total General Education Hours .................................. 45

Other Requirements

ACA 122 ......................................................... 1
Pre-major/General Education Electives .................. 14-15

Total Other Requirements ................................. 15-16

Total Hours ......................................................... 60-61
The music specialist degree program is intended to provide students with general education requirements for the Associate in Fine Arts, to prepare students for junior-level entry into college or conservatory music programs and to provide students with opportunities to participate in and enjoy music activities. Music specialists also will be required to develop a secondary performance area (class music). Approval for entry into the program must be secured from the director of music. Associate in Fine Arts degree candidates must complete the following general education courses in addition to professional program requirements for a total of 65 credit hours with an overall grade point average of 2.0 (“C”) or better.

**Semester Hours Credit**

Communication .................................................................................. 6

This requirement is met by completing A and B below:

A. ENG 111
B. ENG 112

Humanities/Fine Arts ........................................................................ 6

This requirement is met by completing A and B below:

A. ENG 231, 232, 241, 242, 261 or 262
B. Take 3 credits from:
   ART 111
   DRA 111
   HUM 120, 122, 130, 150, 160
   MUS 110, 112, 113, 114, 210, 211
   PHI 210, 215, 240
   REL 110, 211, 212, 221
   POR 111
   SPA 111

Social Sciences .................................................................................. 9

This requirement is met by completing A and B below:

A. HIS 111 or 112
B. Take 2 courses from 2 different subject areas below:
   ANT 210, 220, 221
   ECO 151, 251, 252
   GEO 111, 130
   POL 120, 210, 220
   PSY 150
   SOC 210, 213, 220

Mathematics ..................................................................................... 3

This requirement is met by completing MAT 143.
Natural Science ............................................... 4

This requirement is met by completing one course with accompanying lab listed below:

- AST 151/151A
- BIO 110, 111 or 140/140A
- CHM 131/131A or 151
- GEL 111
- PHY 110/110A

Other Requirements
Professional Program Courses (listed below) ........................ 30
MUS Electives ................................................ 6

Professional Program Courses for Music Specialist AFA

Music Theory ....................................................... 16

This requirement is met by completing MUS 121, 122, 221, and 222

Applied Music ..................................................... 8

This requirement is met by completing MUS 161, 162, 261, and 262

Ensembles ........................................................... 4

This requirement is met by completing four of the following courses:
- MUS 131, 132, 133, 134, 231, 232, 233, 234, 141, 142, 241, or 242

Class Music .......................................................... 2

Vocal and instrumental (wind and percussion) majors will complete MUS 151P and 152P. * Piano majors will complete MUS 151V and 152V.

* Vocal and instrumental (wind and percussion) majors must study until proficiency is attained. This may require that additional courses (MUS 251P and 252P) be taken. If piano proficiency is not attained in two semesters, MUS 251P and 252P must be two of the hours taken.

Notes:
1. Students must meet the receiving university’s foreign language and/or health physical education requirements, if applicable, prior to or after transfer to the senior institution.
2. AFA in Music students may have to pass an audition and/or have to take additional hours before attaining junior status in a Bachelor of Music degree program at the senior institution.
Visual Arts (A1020A)

The Visual Arts degree program is intended to provide students with general education requirements for the Associate in Fine Arts, to prepare students for junior level entry in college art programs and to provide opportunity for artistic endeavor in the visual art field.

Associate in Fine Arts degree candidates must complete the following general education courses in addition to professional program requirements for a total of 65 credit hours with an overall grade point average of 2.0 (“C”) or better.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>7</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Communication**

This requirement is met by completing A and B below:

A. ENG 111
B. ENG 112

**Humanities/Fine Arts**

This requirement is met by completing A and B below:

A. ENG 231, 232, 241, 242, 261 or 262
B. Take 3 credits from:
   - ART 111
   - DRA 111
   - HUM 120, 122, 130, 150, 160
   - MUS 110, 112, 113, 114, 210, 211
   - PHI 210, 215, 240
   - REL 110, 211, 212, 221
   - POR 111
   - SPA 111

**Social Sciences**

This requirement is met by completing A and B below:

A. HIS 111 or 112
B. Take 2 courses from 2 different subject areas below:
   - ANT 210, 220, 221
   - ECO 151, 251, 252
   - GEO 111, 130
   - POL 120, 210, 220
   - PSY 150
   - SOC 210, 213, 220

**Mathematics**

This requirement is met by completing MAT 143.
Natural Science ............................................... 4

This requirement is met by completing one course with accompanying lab listed below:

AST 151/151A
BIO 110, 111 or 140/140A
CHM 131/131A or 151
GEL 111
PHY 110/110A

Professional Program Courses .................................. 36

The following courses are required (15):

ART 114 ........... Art History Survey ............ 3
ART 115 ........... Art History Survey II ........... 3
ART 121 ........... Two-Dimensional Design ....... 3
ART 122 ........... Three-Dimensional Design ...... 3
ART 131 ........... Drawing I ................... 3

21 additional hours of the following courses are required:

ART 116 ........... Survey of American Art ....... 3
ART 132 ........... Drawing II ................... 3
ART 135 ........... Figure Drawing I .............. 3
ART 171 ........... Computer Art I ............... 3
ART 231 ........... Printmaking I ................ 3
ART 232 ........... Printmaking II ................ 3
ART 240 ........... Painting I .................... 3
ART 241 ........... Painting II .................... 3
ART 247 ........... Jewelry I ..................... 3
ART 248 ........... Jewelry II ..................... 3
ART 250 ........... Surface Design Textiles ....... 3
ART 264 ........... Digital Photography I ........ 3
ART 265 ........... Digital Photography II ......... 3
ART 271 ........... Computer Art II ............... 3
ART 281 ........... Sculpture I .................... 3
ART 282 ........... Sculpture II .................... 3
ART 283 ........... Ceramics I ..................... 3
ART 284 ........... Ceramics II .................... 3

Total hours in program ......................................... 65

Notes:
1. Students must meet the receiving university’s foreign language and/or health physical education requirements, if applicable, prior to or after transfer to the senior institution.
2. Graduates with the AFA in Visual Arts may have to pass a portfolio review and/or take additional hours before attaining junior status in a Bachelor of Arts or Fine Arts degree program at the senior institution.
Associate in Science (A10400)

Associate in Science degree candidates must complete the following general education courses and approved electives for a minimum of 60 credit hours with a program grade point average of 2.0 (“C”) or better.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
</tbody>
</table>

This requirement is met by completing:
- ENG 111
- ENG 112

<table>
<thead>
<tr>
<th>Humanities/Fine Arts</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two unduplicated courses from two subject areas are required.</td>
<td></td>
</tr>
</tbody>
</table>
- ART 111, 114, 115
- COM 231
- ENG 231, 232
- MUS 110, 112
- PHI 215, 240

<table>
<thead>
<tr>
<th>Social/Behavioral Sciences</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two unduplicated courses from two subject areas are required.</td>
<td></td>
</tr>
</tbody>
</table>
- ECO 251, 252
- HIS 111, 112, 131, 132
- POL 120
- PSY 150
- SOC 210

<table>
<thead>
<tr>
<th>Math</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take two of the following courses:</td>
<td></td>
</tr>
</tbody>
</table>
- MAT 171
- MAT 172
- MAT 263
- MAT 271 (or higher)
(Students may not receive credit for the combination of MAT 263 and MAT 271.)

<table>
<thead>
<tr>
<th>Natural Science</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 8 semester hours from the following courses, including accompanying lab work:</td>
<td></td>
</tr>
</tbody>
</table>
- AST 151/151A
- BIO 110 (Note: students may not receive credit for the combination of BIO 110 and BIO 111)
- CHM 151/152
- GEL 111
- PHY 110/110A
- PHY 151/152
- PHY 251/252
Additional General Education Hours ..................................11
Select an additional 11 semester hour credit courses from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer institution.

Total General Education Hours ......................................45

Other Requirements

  ACA 122 .........................................................1
  Pre-major/General Education Electives .....................14-15

Total Other Requirements ...........................................15-16

Total hours .........................................................60-61
Electives for College Transfer Programs

Courses approved for transfer as Universal General Education Transfer Component (UGETC) courses

- ACA 122
- ART 111
- ART 114
- ART 115
- AST 151
- AST 151A
- BIO 110
- BIO 111
- BIO 112
- CHM 151
- CHM 152
- COM 231
- ECO 251
- ECO 252
- ENG 111
- ENG 112
- ENG 231
- ENG 232
- GEL 111
- HIS 111
- HIS 112
- HIS 131
- HIS 132
- MAT 143
- MAT 152
- MAT 171
- MAT 172
- MAT 263
- MAT 271
- MUS 110
- MUS 112
- PHI 215
- PHI 240
- PHY 110
- PHY 110A
- PHY 151
- PHY 152

Courses approved for transfer under the CAA and ICAA as general education courses

- ANT 210
- ANT 220
- ART 116
- AST 152
- AST 152A
- BIO 120
- BIO 130
- BIO 140
- BIO 140A
- CHM 131
- CHM 131A
- CHM 132
- CIS 110
- CIS 115
- COM 120
- DRA 111
- ECO 151
- ENG 113
- ENG 114
- ENG 241
- ENG 242
- ENG 261
- ENG 262
- GEL 113
- GEO 111
- GEO 130
- HUM 120
- HUM 122
- HUM 130
- HUM 150
- HUM 151
- HUM 160

Courses approved for transfer under the CAA and ICAA as a pre-major and/or elective courses

- PHI 210
- POL 210
- POL 220
- POR 111
- POR 112
- PSY 237
- PSY 239
- PSY 241
- PSY 281
- REL 110
- REL 211
- REL 212
- REL 221
- SOC 213
- SOC 220
- SPA 111
- SPA 112
- SPA 211
- SPA 212
- ACC 120
- ACC 121
- ART 121
- ART 122
- ART 131
- ART 132
- ART 135
- ART 171
- ART 212
- ART 213
- ART 231
- ARY 232
| ART 240 | MAT 252 | PED 116 |
| ART 241 | MAT 280 | PED 117 |
| ART 242 | MAT 285 | PED 118 |
| ART 247 | MUS 111 | PED 119 |
| ART 248 | MUS 121 | PED 120 |
| ART 250 | MUS 122 | PED 121 |
| ART 264 | MUS 131 | PED 122 |
| ART 265 | MUS 132 | PED 123 |
| ART 271 | MUS 133 | PED 125 |
| ART 281 | MUS 134 | PED 126 |
| ART 282 | MUS 135 | PED 128 |
| ART 283 | MUS 136 | PED 129 |
| ART 284 | MUS 141 | PED 130 |
| ART 285 | MUS 142 | PED 131 |
| ART 286 | MUS 151G | PED 137 |
| ART 288 | MUS 151P | PED 138 |
| BIO 163 | MUS 151V | PED 139 |
| BIO 168 | MUS 152G | PED 143 |
| BIO 169 | MUS 152P | PED 144 |
| BIO 224 | MUS 152V | PED 145 |
| BIO 275 | MUS 161 | PED 147 |
| BUS 110 | MUS 162 | PED 170 |
| BUS 115 | MUS 217 | PED 173 |
| BUS 137 | MUS 221 | PED 175 |
| CJC 111 | MUS 222 | PED 176 |
| CSC 134 | MUS 231 | PED 181 |
| CSC 139 | MUS 232 | PED 182 |
| CSC 151 | MUS 233 | PED 187 |
| CTS 115 | MUS 234 | PED 188 |
| ENG 125 | MUS 235 | PED 211 |
| ENG 273 | MUS 236 | PED 212 |
| HEA 110 | MUS 241 | PED 217 |
| HEA 112 | MUS 242 | PED 218 |
| HEA 120 | MUS 251P | SPA 161 |
| HIS 167 | MUS 252P | *Select 4 year schools |
| HIS 211 | MUS 261 | |
| HIS 221 | MUS 262 | |
| HIS 226 | PED 110 | |
| HIS 275 | PED 111 | |
| HUM 123 | PED 112 | |
| HUM 170 | PED 113 | |
| HUM 180 | PED 114 | |
| HUM 230 | PED 115 | |
The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided. Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer.

### General Education Core

**English Composition (10 SHC)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing Research in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 120</td>
<td>Intro Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities/Fine Arts (3 SHC)**

Select courses from the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion.

**Social/Behavioral Sciences (3 SHC)**

Select courses from the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.

**Mathematics or Natural Sciences (3 SHC)**

Select courses from the following discipline areas: astronomy, biology, chemistry, earth sciences, mathematics, or physics.

**Other Required Hours (46-47 SHC)**

Other required hours include additional general education and professional courses.

**Total Semester Hours Credit (SHC) in program:** 64/65
Associate in Applied Science Degree Programs

The Associate in Applied Science degree programs are designed to prepare persons for technician-level occupations. More emphasis is given to theory than in diploma courses. Also, roughly one-half of the course requirements are in general education and the sciences underlying the particular occupational area. CCC&TI offers the following Associate in Applied Science degree programs:

- Accounting
- Automotive Systems Technology
- Biomedical Equipment Technology
- Business Administration
- Business Administration/Logistics Management (Inactive)
- Cardiovascular Sonography
- Computer Technology Integration*
- Culinary Arts*
- Early Childhood Education*
- Electrical Systems Technology
- Electronics Engineering Technology
- Emergency Management*
- Hospitality Management*
- Landscape Gardening
- Mechanical Engineering Technology
- Medical Assisting*
- Medical Office Administration*
- Medical Sonography
- Nuclear Medicine Technology
- Associate Degree Nursing*
- Office Administration*
- Paralegal Technology
- Physical Therapist Assistant
- Radiography
- Speech Language Pathology Assistant

Diploma and Certificate Programs

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

Diploma Programs

- Accounting*
- Automotive Systems Technology
- Business Administration*
- Collision Repair and Refinishing Technology Cosmetology*
- Early Childhood Education*
- Electrical Systems Technology
- Landscape Gardening
Mechanical Engineering Technology  Medical
Office Administration*
Nuclear Medicine Technology
Office Administration*
Ophthalmic Medical Assistant
Speech Language Pathology Assistant

Certificate Programs
Automotive Systems - Basic Climate Control
Automotive Systems - Basic Engine Performance
Automotive Systems - Basic Service Advisor
Automotive Systems - Basic Undercar
Automotive Systems - Engine Repair Servicing
Automotive Systems - Sustainable Transportation Servicing
Cardiovascular Sonography
Collision Repair and Refinishing Technology
Cosmetology*
Cosmetology Instructor
Early Childhood - Child Care Operator*
Early Childhood - Infant/Toddler*
Early Childhood - School-Age Provider*
Early Childhood - Teacher/Caregiver*
Echocardiography
Electrical Systems Technology
Emergency Management - Response & Recovery
Emergency Management - Preparedness & Mitigation
Landscape Gardening - General
Landscape Gardening - Installation and Maintenance
Landscape Gardening - Landscape Design
Landscape Gardening - Production
Landscape Gardening - Sustainable Edible
Manicuring/Nail Technology (Inactive)
Manicure Instructor (Inactive)
Mechanical Engineering Technology - Drafting
Mechanical Engineering Technology - Welding
Nurse Aide (Pending State Approval)
Office Administration - Receptionist*
Office Administration - Word Processing Clerk*
Paralegal Technology - Family Law
Paralegal Technology - Wills and Estates

* Program available through the Watauga Campus. Limited or no core courses will be offered at night.
General Education Requirements

A core of general competencies in communication, computation, the use of technology, global awareness/diversity, and critical thinking must be met by all graduates of associate degree programs. These requirements are met through a variety of student learning outcomes identified in the General Education Assessment Plan and documented through the General Education Assessment Report issued annually. This report can be obtained through the CCC&TI Office of Institutional Effectiveness and Research.

In the interest of helping students succeed in their chosen curricula, CCC&TI offers developmental English/Reading and mathematics courses. Students should begin developmental course work at the appropriate level indicated by the college’s placement test.

Special Coding System

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

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

ENG 111 Writing and Inquiry

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

In order to determine contact hours, class hours and lab hours are added.
Accounting (A25100)
Associate Degree Program

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

Fall Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Business Math</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>BUS 240</td>
<td>Business Ethics</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
<td>2</td>
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<tr>
<td><strong>Semester Total</strong></td>
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<td><strong>13</strong></td>
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Spring Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ACC 149</td>
<td>Introduction to Accounting Spreadsheets</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Principles of Management</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>Units</td>
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</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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**Summer Semester I**

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<thead>
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<tr>
<td>ACC 140</td>
<td>Payroll Accounting</td>
<td></td>
<td>2</td>
<td>2</td>
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</tbody>
</table>
| or
| ACC 150     | Accounting Software Applications                 | 1     | 2     | 2     |
| COM 120     | Intro Interpersonal Communication                |       | 2     | 2     |
| or
| ENG 112     | Writing Research in the Disciplines              |       | 3     | 3     |
| or
| ENG 114     | Professional Research & Reporting                 | 3     | 0     | 3     |
| MAT 110     | Math Measurement & Literacy                      |       | 2     | 2     |
| or
| MAT 143     | Quantitative Literacy                            | 2     | 2     | 3     |
| Humanities/Fine Arts Elective |                               | 3     | 0     | 3     |
| **Semester Total** |                                                | 9     | 4     | 11    |

**Fall Semester II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACC 129</td>
<td>Individual Income Taxes</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
<td>ACC 220</td>
<td>Intermediate Accounting I</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>BUS 225</td>
<td>Business Finance</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>*Major Elective</td>
<td></td>
<td>3</td>
<td>0</td>
<td>3</td>
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<td><strong>Semester Total</strong></td>
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**Spring Semester II**

<table>
<thead>
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<th>Course Title</th>
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<th>Total</th>
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</thead>
<tbody>
<tr>
<td>ACC 221</td>
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<td>2</td>
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<tr>
<td>BUS 260</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td>BUS 285</td>
<td>Business Management Issues</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
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**Total Hours**

<table>
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<th>Total</th>
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<tbody>
<tr>
<td>Units</td>
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*Major Elective Set- General Business Track*

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<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Personal Finance</td>
<td>3</td>
<td>0</td>
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<tr>
<td>BUS 153</td>
<td>Human Resource Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 270</td>
<td>Professional Development</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MKT 223</td>
<td>Customer Service</td>
<td>3</td>
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*Major Elective Set-Entrepreneurship Track*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>BUS 230</td>
<td>Small Business Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BUS 245</td>
<td>Entrepreneurship I</td>
<td>3</td>
<td>0</td>
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<tr>
<td>BUS 280</td>
<td>REAL Small Business</td>
<td>4</td>
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</tr>
</tbody>
</table>
*Major Elective Set- Business Administration Double Major Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 139</td>
<td>Entrepreneurship I</td>
<td>3</td>
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<tr>
<td>INT 110</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 120</td>
<td>Principles of Marketing</td>
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</table>

*Major Elective Set- Hospitality Management Double Major Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>*CUL 110</td>
<td>Sanitation and Safety</td>
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<tr>
<td>HRM 110</td>
<td>Introduction to Hospitality and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>*HRM 124</td>
<td>Guest Services Management</td>
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</tr>
<tr>
<td>*HRM 140</td>
<td>Legal Issues-Hospitality</td>
<td>3</td>
</tr>
<tr>
<td>*HRM 210</td>
<td>Meetings and Event Planning</td>
<td>3</td>
</tr>
<tr>
<td>HRM 220</td>
<td>Cost Control-Food and Beverage</td>
<td>3</td>
</tr>
<tr>
<td>HRM 230</td>
<td>Club and Resort Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 235</td>
<td>Quality Management-Hospitality</td>
<td>3</td>
</tr>
<tr>
<td>*HRM 240</td>
<td>Marketing for Hospitality</td>
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</tr>
<tr>
<td>*HRM 245</td>
<td>Human Resource Management-Hospitality</td>
<td>3</td>
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<tr>
<td>HRM 280</td>
<td>Management Problems-Hospitality</td>
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<tr>
<td>MKT 223</td>
<td>Customer Service</td>
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<tr>
<td>WBL 111</td>
<td>Work-Based Learning I</td>
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<tr>
<td>or WBL 121</td>
<td>Work-Based Learning II</td>
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<tr>
<td>WBL 112</td>
<td>Work-Based Learning I</td>
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</table>

*Denotes industry certification courses.

Other Approved Major Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACC 140</td>
<td>Payroll Accounting</td>
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</tr>
<tr>
<td>ACC 150</td>
<td>Accounting Software Applications</td>
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</tr>
<tr>
<td>ECO 151</td>
<td>Survey of Economics</td>
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<tr>
<td>MKT 220</td>
<td>Advertising and Sales Promotion</td>
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<td></td>
<td>Work-Based Learning (up to 8 hours)</td>
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Accounting (D25100)

Diploma Program

Fall Semester I

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
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<tr>
<td>ACC 129</td>
<td>Individual Income Taxes</td>
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<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Business Math</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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99
<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ACC 149</td>
<td>Introduction to Accounting Spreadsheets</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td><strong>Semester Total</strong></td>
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<td><strong>15</strong></td>
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**Spring Semester I**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 140</td>
<td>Payroll Accounting</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td>ACC 150   Accounting Software Applications</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>COM 120</td>
<td>Intro Interpersonal Communication</td>
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<td>0</td>
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</tr>
<tr>
<td></td>
<td><strong>Major Electives</strong></td>
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**Summer Semester I**

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<th>Course Title</th>
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<th>Type</th>
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</thead>
<tbody>
<tr>
<td>ACC 140</td>
<td>Payroll Accounting</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ACC 150</td>
<td>Accounting Software Applications</td>
<td>1</td>
<td>2</td>
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*Major Electives*
Automotive Systems Technology (A60160)
Associate in Applied Science Degree

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

Special Admission Requirements
- Placement tests
- Mechanical Aptitude Test

Fall Semester I

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**Automotive Systems Technology (D60160) Diploma Program**

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### Basic Climate Control (C60160CC) Certificate

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### Engine Repair Servicing (C60160R) Certificate

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### Sustainable Transportation Servicing (C60160S) Certificate

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Biomedical Equipment Technology (A50100)
Associate Degree Program

Career Information
The Biomedical Equipment Technology curriculum prepares individuals to use basic engineering principles and technical skills to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the health care delivery system. Instruction includes instrument calibration, design and installation testing, system safety and maintenance procedures, procurement and installation procedures, and report preparation. Course work includes mathematics, natural sciences, engineering sciences and technology. Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, construction technicians and managers, industrial and technology managers, or research technicians. With an AAS degree and two years’ experience, an individual should be able to become a certified Biomedical Equipment Technician.

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

Fall Semester I

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<td></td>
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<td>BMT 223</td>
<td>Imaging Techniques/Laser Fundamentals</td>
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Business Administration (A25120)
Associate Degree Program

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

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

Fall Semester I
<table>
<thead>
<tr>
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<td>Introduction to Business</td>
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<td>121</td>
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<td>BUS 153</td>
<td>Human Resource Management</td>
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<td>BUS 270</td>
<td>Professional Development</td>
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<td>MKT 223</td>
<td>Customer Service</td>
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<td>**Major Elective Set- Entrepreneurship Track</td>
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<td>BUS 230</td>
<td>Small Business Management</td>
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### Major Elective Set- Accounting Double Major Option

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<td>ACC 129</td>
<td>Individual Income Taxes</td>
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<td>Payroll Accounting</td>
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or

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<tr>
<th>Course</th>
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<tr>
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### Major Elective Set-Hospitality Management Double Major Option

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<tbody>
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<td>Introduction to Hospitality and Tourism</td>
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<td>HRM 124</td>
<td>Guest Services Management</td>
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<td>*HRM 140</td>
<td>Legal Issues-Hospitality</td>
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<td>HRM 210</td>
<td>Meetings and Event Planning</td>
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<td>HRM 220</td>
<td>Cost Control-Food and Beverage</td>
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<td>HRM 230</td>
<td>Club and Resort Management</td>
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<td>HRM 235</td>
<td>Quality Management-Hospitality</td>
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<td>*HRM 240</td>
<td>Marketing for Hospitality</td>
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<td>*HRM 245</td>
<td>Human Resource Management-Hospitality</td>
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<td>HRM 280</td>
<td>Management Problems-Hospitality</td>
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*Denotes industry certification courses.

### Other Approved Major Electives

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<td>MKT 220</td>
<td>Advertising and Sales Promotion</td>
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Work-Based Learning (up to 8 hours)

### Business Administration (D25120) Diploma Program

#### Fall Semester I

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<td>BUS 110</td>
<td>Introduction to Business</td>
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<tr>
<td>BUS 121</td>
<td>Business Math</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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<tr>
<td>MKT 120</td>
<td>Principles of Marketing</td>
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Semester Total: 13, 6, 16
### Spring Semester I

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<tr>
<td>ACC 121</td>
<td>Principles of Managerial Accounting</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>ECO 252</td>
<td>Principles of Macroeconomics</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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**Semester Total** 15 2 16

### Summer Semester I

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*Major Electives 6 0 6

**Semester Total** 9 0 9

**Total Hours** 37 8 41

### *Major Electives*

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<th>Course Title</th>
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<td>Individual Income Taxes</td>
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<td>ACC 140</td>
<td>Payroll Accounting</td>
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<td>ACC 150</td>
<td>Accounting Software Applications</td>
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<td>ACC 220</td>
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<tr>
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**Work-Based Learning (up to 4 hours)**
Career Information
Logistics Management is a concentration under the curriculum title of Business Administration. This curriculum prepares students for careers in transportation and warehousing through the study of the principles of organization and management in logistics. Course work includes the international and domestic movement of goods from the raw materials source(s) through production and ultimately to the consumer. Courses in transportation, warehousing, inventory control, material handling, computerization, and federal transportation and OSHA regulations are emphasized. Graduates should qualify for employment in logistics-related jobs such as material handling foreman, transportation supervisor, traffic manager, warehouse manager, and inventory control manager.

Fall Semester I
ACC 120 Principles of Financial Accounting 3 2 4
BUS 110 Introduction to Business 3 0 3
BUS 121 Business Math 2 2 3
CIS 110 Introduction to Computers 2 2 3
LOG 110 Introduction to Logistics 3 0 3
Semester Total 13 6 16

Spring Semester I
BUS 115 Business Law I 3 0 3
BUS 137 Principles of Management 3 0 3
ECO 251 Principles Microeconomics 3 0 3
ENG 111 Writing and Inquiry 3 0 3
*Major Elective 3 0 3
Semester Total 15 0 15

Summer Semester I
COM 120 Intro Interpersonal Communication or
ENG 112 Writing Research in the Disciplines or
ENG 113 Literature-Based Research or
ENG 114 Professional Research & Reporting 3 0 3
MAT 110 Math Measurement & Literacy
Humanities/Fine Arts Elective 3 0 3
Semester Total 8 2 9
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<td>LOG 220</td>
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<td>LOG 230</td>
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<td>LOG 120</td>
<td>Global Logistics</td>
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**Total Hours**: 66

### Major Electives

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<td>ACC 221</td>
<td>Intermediate Accounting II</td>
<td>3</td>
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<tr>
<td>ACC 227</td>
<td>Practices in Accounting</td>
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</tr>
<tr>
<td>ACC 269</td>
<td>Auditing and Assurance Services</td>
<td>3</td>
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<tr>
<td>BUS 125</td>
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<tr>
<td>BUS 139</td>
<td>Entrepreneurship I</td>
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</tr>
<tr>
<td>BUS 147</td>
<td>Business Insurance</td>
<td>3</td>
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<tr>
<td>BUS 153</td>
<td>Human Resource Management</td>
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<tr>
<td>BUS 220</td>
<td>Purchasing</td>
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<tr>
<td>BUS 230</td>
<td>Small Business Management</td>
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<tr>
<td>BUS 231</td>
<td>Computerized Inventory</td>
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<tr>
<td>BUS 245</td>
<td>Entrepreneurship II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Business Communication</td>
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<td>BUS 270</td>
<td>Professional Development</td>
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<tr>
<td>BUS 280</td>
<td>REAL Small Business</td>
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<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2</td>
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<tr>
<td>ECO 151</td>
<td>Survey of Economics</td>
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<tr>
<td>MKT 220</td>
<td>Advertising and Sales Promotion</td>
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</table>

**Total Hours**: 66
Students who plan to earn both the AAS in Business Administration/Logistics Management (A2512E) and the AAS in Business Administration (A25120) should successfully complete ACC 121 and ACC 149.

**Note:** BUS 239 is only offered in Spring Semester and has the following prerequisites: ACC 120, BUS 115, BUS 137, ECO 251 or 252 and MKT 120.
Cardiovascular Sonography (A45160)
Associate Degree Program

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

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

The following courses are prerequisite courses and must be taken with a minimum grade of “C” prior to admission to the Cardiovascular Sonography Program:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>4</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
<td>0</td>
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<td>Algebra/Trigonometry I</td>
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<tr>
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<td>Conceptual Physics</td>
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<td>PHY 110A</td>
<td>Conceptual Physics Lab</td>
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**Fall Semester I**

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<th>Course Name</th>
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<th>Hours</th>
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<td>COM 231</td>
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<td>0</td>
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<tr>
<td>or</td>
<td>ENG 112 Writing Research in the Disciplines</td>
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<td>0</td>
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<td>or</td>
<td>ENG 114 Professional Research and Reporting</td>
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<td>CVS 160</td>
<td>CVS Clinical Education I</td>
<td>4</td>
<td>9</td>
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<tr>
<td>CVS 163</td>
<td>Echo I</td>
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**Spring Semester I**

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<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVS 161</td>
<td>CVS Clinical Education II</td>
<td>0</td>
<td>24</td>
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<tr>
<td>CVS 164</td>
<td>Echo II</td>
<td>3</td>
<td>2</td>
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<tr>
<td>SON 111</td>
<td>Sonographic Physics</td>
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**Summer Semester I**

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<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
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<tr>
<td>CIS 113</td>
<td>Computer Basics</td>
<td>0</td>
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<td>CVS 162</td>
<td>CVS Clinical Education III</td>
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**Fall Semester II**

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<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
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<tr>
<td>CVS 260</td>
<td>CVS Clinical Education IV</td>
<td>0</td>
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<tr>
<td>SON 250</td>
<td>Vascular Sonography</td>
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<td>3</td>
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<tr>
<td></td>
<td>Humanities/Fine Arts Elective</td>
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<td><strong>Semester Total</strong></td>
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**Spring Semester II**

<table>
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<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
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<tr>
<td>CVS 261</td>
<td>CVS Clinical Education V</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>CVS 277</td>
<td>Cardiovascular Topics</td>
<td>2</td>
<td>0</td>
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<td>PSY 150</td>
<td>General Psychology</td>
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**Total Hours**

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<td><strong>37</strong></td>
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Cardiovascular Sonography Certificate (C45160)
Certificate Program

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

<table>
<thead>
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<th>Course</th>
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<th>Department</th>
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<tbody>
<tr>
<td>CVS 163</td>
<td>Echo I</td>
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<td></td>
</tr>
<tr>
<td>CVS 164</td>
<td>Echo II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SON 111</td>
<td>Sonographic Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SON 250</td>
<td>Vascular Sonography</td>
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<tr>
<td>Total Hours</td>
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</table>

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

Echocardiography Certificate (C45160A)
Certificate Program

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

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Department</th>
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<tbody>
<tr>
<td>CVS 163</td>
<td>Echo I</td>
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</tr>
<tr>
<td>CVS 164</td>
<td>Echo II</td>
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</tr>
<tr>
<td>SON 111</td>
<td>Sonographic Physics</td>
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<td></td>
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<tr>
<td>Total Hours</td>
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<td>9  7  12</td>
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</table>

Note: This program is designed for sonographers. Graduates from the Echocardiography Certificate program are not eligible to apply to the American Registry of Diagnostic Medical Sonographers.
Collision Repair and Refinishing Technology  
(D60130)  
Diploma Program

Career Information
The Collision Repair and Refinishing Technology curriculum prepares individuals to become qualified technicians who possess the diverse skills required to perform quality repairs and proper refinishing techniques on automobile bodies and to diagnose and repair mechanical and electrical systems. Coursework includes classroom and laboratory experiences that integrate technical application with academic theory. Emphasis is placed on autobody fundamentals, painting and refinishing, structural and non-structural damage repair, mechanical and electrical component repair or replacement, and common industry practices. Graduates should be qualified to take National Institute for Automotive Service Excellence (ASE) certification examinations and also for entry-level employment in automotive dealerships, independent repair shops, or through self-employment, as collision repair and refinishing technicians.

Fall Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>AUB 111</td>
<td>Painting and Refinishing I</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>AUB 121</td>
<td>Non-Structural Damage I</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>AUB 131</td>
<td>Structural Damage I</td>
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<td>4</td>
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<tr>
<td>ENG 102</td>
<td>Applied Communications II</td>
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<tr>
<td>TRN 110</td>
<td>Intro to Transportation Technology</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>TRN 180</td>
<td>Basic Welding for Transportation</td>
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<td>4</td>
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Spring Semester I

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<th>Total</th>
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<tbody>
<tr>
<td>AUB 112</td>
<td>Painting and Refinishing II</td>
<td>2</td>
<td>6</td>
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<tr>
<td>AUB 114</td>
<td>Special Finishes</td>
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<td>2</td>
<td>2</td>
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<td>AUB 122</td>
<td>Non-Structural Damage II</td>
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<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester Credits</td>
<td>Total Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>---------------</td>
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<tr>
<td>AUB 132</td>
<td>Structural Damage II</td>
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<td>6</td>
<td>4</td>
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<tr>
<td>MAT 110</td>
<td>Math Measurement &amp; Literacy</td>
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**Summer Semester I**

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<thead>
<tr>
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<th>Course Title</th>
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<th>Semester Credits</th>
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<tbody>
<tr>
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<td>Plastics and Adhesives</td>
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<td>4</td>
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<tr>
<td>AUB 141</td>
<td>Mechanical and Electrical Components I</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>AUB 162</td>
<td>Autobody Estimating</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CIS 113</td>
<td>Computer Basics</td>
<td>0</td>
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**Collision Repair and Refinishing Technology (C60130)**

Certificate Program

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Semester Credits</th>
<th>Total Credits</th>
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<tbody>
<tr>
<td>AUB 111</td>
<td>Painting and Refinishing I</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>AUB 121</td>
<td>Non-Structural Damage I</td>
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<td>or</td>
<td>AUB 136</td>
<td>Plastics and Adhesives</td>
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<td>AUB 131</td>
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<td>4</td>
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<tr>
<td>CIS 113</td>
<td>Computer Basics</td>
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## Career Information
The Computer Technology Integration (CTI) curriculum prepares graduates for employment as designers, testers, support technicians, administrators, developers, or programmers with organizations that use computers to design, process, manage, and communicate information, depending on the technical path selected within this curriculum. Course work includes development of a student’s ability to communicate and solve technical issues related to information support and services, interactive media, network systems, programming and software development, and other emerging technologies based on the selected area of study. Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

### Fall Semester I
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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<td>CIS 115</td>
<td>Introduction to Programming &amp; Logic</td>
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<td>CTI 110</td>
<td>Web, Programming &amp; Database Foundation</td>
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<td>CTI 120</td>
<td>Network and Security Foundation</td>
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<td>Writing and Inquiry</td>
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<tr>
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<td>Intro Interpersonal Communication</td>
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<td>Information Systems Business Concepts</td>
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<td>DBA 110</td>
<td>Database Concepts</td>
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<tr>
<td>ENG 112</td>
<td>Writing Research in the Disciplines</td>
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<td>or</td>
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<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<td>NOS 110</td>
<td>Operating System Concepts</td>
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<td>WEB 110</td>
<td>Internet/Web Fundamentals</td>
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### Summer Semester I
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<tr>
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<tr>
<td>CSC</td>
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<td>120 Hardware/Software Support</td>
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<tr>
<td>WEB</td>
<td>115 Web Markup and Scripting</td>
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<tr>
<td>WEB</td>
<td>182 PHP Programming</td>
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|                | Semester Total   | 7/13         | 15/19  | 15     |
| Total Hours    | 53/59            | 49/53        | 75     |

*Major Electives

|                |                  |              |        |                  |              |        |
| CSC            | 153 C# Programming | 2            | 3      |                  | 2            | 3      | 3      |
| CSC            | 253 Advanced C# Programming | 2    | 3      |                  | 2            | 3      | 3      |
| CTI            | 130 Operating Systems & Device Foundation | 4    | 4      |                  | 4            | 4      | 6      |
| CTI            | 140 Virtualization Concepts | 1          | 4      |                  | 1            | 4      | 3      |
| CTI            | 141 Cloud and Storage Concepts | 1          | 4      |                  | 1            | 4      | 3      |
| CTS            | 220 Advanced Hardware/Software Support | 2    | 3      |                  | 2            | 3      | 3      |
| NET            | 125 Networking Basics | 1            | 4      |                  | 1            | 4      | 3      |
| NET            | 126 Routing Basics | 1            | 4      |                  | 1            | 4      | 3      |
| NET            | 175 Wireless Technology | 2            | 2      |                  | 2            | 2      | 3      |
| NET            | 225 Routing and Switching I | 1    | 4      |                  | 1            | 4      | 3      |
| NET            | 226 Routing and Switching II | 1    | 4      |                  | 1            | 4      | 3      |
| NOS            | 120 Linux/UNIX Single User | 2          | 2      |                  | 2            | 2      | 3      |
| NOS            | 130 Windows Single User | 2          | 2      |                  | 2            | 2      | 3      |
| NOS            | 220 Linux/UNIX Administration I | 2      | 2      |                  | 2            | 2      | 3      |
| NOS            | 230 Windows Administration I | 2   | 2      |                  | 2            | 2      | 3      |
| SEC            | 110 Security Concepts | 2          | 2      |                  | 2            | 2      | 3      |
| SEC            | 160 Secure Administration I | 2      | 2      |                  | 2            | 2      | 3      |
Work-Based Learning (up to 8 hours)

**Computer Technology Integration (A25500)**  
Associate in Applied Science Degree  
Network Administration and Security Track

<table>
<thead>
<tr>
<th>Fall Semester I</th>
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<tr>
<td><strong>CIS</strong> 110</td>
<td>Introduction to Computers</td>
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<tr>
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<td><strong>NET</strong> 125</td>
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<tr>
<td><strong>COM</strong> 120</td>
<td>Interpersonal Communication</td>
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<tr>
<td><strong>CTS</strong> 115</td>
<td>Information Systems Business Concepts</td>
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| **ENG** 112 | Writing Research in the Disciplines  
or  
**ENG** 114 | Professional Research & Reporting | 3 | 0 | 3 |
| **NET** 126 | Routing Basics | 1 | 4 | 3 |
| **NOS** 110 | Operating System Concepts | 2 | 3 | 3 |
| **SEC** 110 | Security Concepts | 2 | 2 | 3 |
| **Semester Total** | | 14 | 9 | 18 |

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**Semester Total**

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**Major Electives**

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<td>CSC 153</td>
<td>C# Programming</td>
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<td>CSC 234</td>
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<td>Advanced JAVA Programming</td>
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<td>Wireless Technology</td>
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<td>Internet/Web Fundamentals</td>
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<td>WEB 210</td>
<td>Web Design</td>
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Career Information
The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills. Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics. Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

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

Fall Semester I
COS 111 Cosmetology Concepts I 4 0 4
COS 112 Salon 10 24 8
ENG 102 Applied Communications II 3 0 3
Semester Total 7 24 15

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

Summer Semester I
COS 115 Cosmetology Concepts III 4 0 4
COS 116 Salon III 0 12 4
Semester Total 4 12 8

Fall Semester II
COS 117 Cosmetology Concepts IV 2 0 2
COS 118 Salon IV 0 21 7
Semester Total 2 21 9
Cosmetology Certificate (C55140)
Certificate Program (1200 hours)

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

Spring Semester
COS 113 Cosmetology Concepts II 4 0 4
COS 114 Salon II 0 24 8
COS 119 Esthetics Concepts I 2 0 2
Semester Total 6 24 14

Summer Semester
COS 115 Cosmetology Concepts III 4 0 4
COS 116 Salon III 0 12 4
Semester Total 4 12 8
Total Hours 14 60 34

Cosmetology Instructor Certificate (C55160)
Certificate Program

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

COS 271 Instructor Concepts I 5 0 5
COS 272 Instructor Practicum I 0 21 7
COS 273 Instructor Concepts II 5 0 5
COS 274 Instructor Practicum II 0 21 7
Manicure Instructor Certificate (C55380)
Certificate Program
(Inactive)

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

<table>
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<tr>
<th>COS</th>
<th>Course Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>251</td>
<td>Manicure Instructors’ Concepts</td>
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<tr>
<td>252</td>
<td>Manicure Instructors’ Practicum</td>
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Manicuring/Nail Technology Certificate (C55400)
Certificate Program
(Inactive)

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

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<tr>
<th>COS</th>
<th>Course Description</th>
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<tr>
<td>121</td>
<td>Manicure/Nail Technology</td>
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<tr>
<td>222</td>
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Culinary Arts (A55150)
Associate Degree Program

Career Information
This curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice and health care facilities. Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or foodservice manager.

Fall Semester I
<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>CUL 110</td>
<td>Sanitation and Safety</td>
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<tr>
<td>CUL 112</td>
<td>Nutrition for Food Service</td>
<td>3</td>
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<tr>
<td>CUL 140</td>
<td>Culinary Skills I</td>
<td>2</td>
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<tr>
<td>HRM 110</td>
<td>Introduction to Hospitality &amp; Tourism</td>
<td>3</td>
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<tr>
<td>HRM 124</td>
<td>Guest Services Management</td>
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<tr>
<td>MAT 110</td>
<td>Math Measurement and Literacy</td>
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Spring Semester I
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<tr>
<td>CUL 160</td>
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<td>CUL 160A</td>
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<td>CUL 170</td>
<td>Garde Manger I</td>
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<td>CUL 170A</td>
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<td>CUL 240</td>
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<td>ENG 111</td>
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<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<td>HRM 220</td>
<td>Cost Control</td>
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Students who plan to earn both the AAS in Culinary Arts (A55150) and the AAS in Hospitality Management (A25110) should successfully complete the following courses for the double major option:

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<td>Introduction to Accounting Spreadsheets</td>
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<tr>
<td>BUS 121</td>
<td>Business Math</td>
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<td>BUS 137</td>
<td>Principles of Management</td>
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<tr>
<td>BUS 260</td>
<td>Business Communication</td>
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<tr>
<td>HRM 140</td>
<td>Legal Issues-Hospitality</td>
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<tr>
<td>HRM 210</td>
<td>Meetings and Event Planning</td>
<td>3</td>
</tr>
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<td>HRM 230</td>
<td>Club and Resort Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 235</td>
<td>Quality Management -Hospitality</td>
<td>3</td>
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<td>HRM 240</td>
<td>Marketing for Hospitality</td>
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<td>HRM 280</td>
<td>Management Problems-Hospitality</td>
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<td>MKT 223</td>
<td>Customer Service</td>
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Note: For the Social Science elective, culinary students are encouraged to take either ECO 251 or ECO 252 which is required in the Hospitality Management Program.

Please refer to the AAS Hospitality Management (A25110) program of study for a complete listing of courses and graduation requirements.

*Students who wish to pursue internship and/or Work-Based Learning opportunities through the Disney College Program at Walt Disney World Resort in Florida or Disneyland Resort in California should contact Keith Andreasen, Executive Chef and Culinary Arts Director, or Kelly Greene, Director of Business Programs.
Early Childhood Education (A55220)
(Formerly A552204 for Early Childhood Education)
Associate Degree Program

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

Fall Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
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<td>Child Development I</td>
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Spring Semester I

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<td>Early Childhood Intro Practicum</td>
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**Total Hours:** 66/68 18/19 73/75

*Math/Science Electives

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<td>Math Measurement &amp; Literacy</td>
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*Social Science or EDU Electives

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## Early Childhood Education (D55220)
(Formerly D552204 for Early Childhood Education Diploma)
Diploma Program

### Fall Semester I

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### Spring Semester I

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### Summer Semester I

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*Math/Science Elective

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<th>Lab</th>
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<tbody>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
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<td>BIO 140A</td>
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<td>Math Measurement &amp; Literacy</td>
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<td>MAT 143</td>
<td>Quantitative Literacy</td>
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## Child Care Operator (C55220CC)
Certificate Program

### Fall Semester I

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or

<table>
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Semester Total: 10

**Spring Semester I**

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<td>EDU 184</td>
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Semester Total: 7

Total Hours: 17

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**Infant/Toddler (C55220IT)**

Certificate Program

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Semester Total: 10

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Semester Total: 7

Total Hours: 17

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**School-Age Provider (C55220SA)**

Certificate Program

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<td>or</td>
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<td>or</td>
<td>EDU 153</td>
<td>Health, Safety, and Nutrition</td>
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<td>or</td>
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Semester Total: 9/10

**School-Age Provider (C55220SA)**

Certificate Program

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<td>Health, Safety, and Nutrition</td>
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<td>or</td>
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Semester Total: 9/10

Total Hours: 9/10

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### Spring Semester I

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### Teacher/Caregiver (C55220TC) Certificate Program

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#### Spring Semester I

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<td>EDU 153</td>
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Electrical Systems Technology (A35130)
Associate Degree Program

Career Information
The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, electronics, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical/electronic systems.

Fall Semester I

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**Semester Total** 8/10 15 14/16

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**Spring Semester II**

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**Semester Total** 12 6 14

**Total Hours** 46/48 53/56 67/70

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**Electrical Systems Technology (D35130)**

Diploma Program

**Fall Semester I**
- **ELC 112** DC/AC Electricity: 3 credits
- **ELC 131** Circuit Analysis I: 3 credits
- **ELC 131A** Circuit Analysis I Lab: 0 credits
- **ELC 113** Residential Wiring: 2 credits
- **ELC 118** National Electric Code: 1 credit
- **ELC 125** Diagrams and Schematics: 1 credit
- **ENG 102** Applied Communications II: 1 credit
- **ENG 111** Writing and Inquiry: 3 credits

**Spring Semester I**
- **CIS 110** Introduction to Computers: 2 credits
- **CIS 111** PC Literacy: 1 credit
- **ELC 114** Commercial Wiring: 2 credits
- **ELC 121** Electrical Estimating: 1 credit
- **ELC 128** Introduction to PLC: 2 credits
- **MAT 110** Math Measurement & Literacy: 2 credits
- **MAT 121** Algebra/Trigonometry I: 2 credits
- **MAT 171** Precalculus Algebra: 3 credits

**Summer Semester I**
- **ELC 117** Motors and Controls: 2 credits
- **ELN 231** Industrial Controls: 2 credits
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<tr>
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<th>Fall Hours</th>
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<td>NET 113</td>
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## Electrical Systems Technology (C35130)

Certificate Program

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<td>ELC 128</td>
<td>Introduction to PLC</td>
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Electronics Engineering Technology (A40200)  
Associate Degree Program

**Career Information**  
The Electronic Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems. A broad-based core of courses, including basic electricity, solid-state fundamental, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student’s ability to analyze and troubleshoot electronic systems. Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

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<tbody>
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<td>Writing and Inquiry</td>
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<td>Algebra/Trigonometry I</td>
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**Total Hours**: 47/56

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### *Major Electives*

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<td>DFT 111</td>
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<td>ELC 135</td>
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<td>ELN 233</td>
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<td>ELN 275</td>
<td>Troubleshooting</td>
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<td>MAT 172</td>
<td>Precalculus Trigonometry</td>
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<td>MEC 231</td>
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**Total Hours**: 47/56
Emergency Management (A55460)
Associate Degree Program

Career Information
The Emergency Management curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. Study involves both management and technical aspects of law enforcement, fire protection, emergency medical services and emergency planning. Course work includes online classroom and laboratory exercises to introduce the student to various aspects of emergency preparedness, protection and enforcement. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations and finance. Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons should have opportunities for skilled and supervisory-level positions within their current organizations.

Fall Semester I
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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</tr>
<tr>
<td>EPT 124</td>
<td>EM Services Law &amp; Ethics</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>FIP 152</td>
<td>Fire Protection Law</td>
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<td>EPT 140</td>
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<td>EPT 150</td>
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<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<td>Mitigation and Preparedness</td>
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<tbody>
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<td>Sociology of Disaster</td>
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<tr>
<td>FIP 228</td>
<td>Local Government Finance</td>
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<tr>
<td>EPT 220</td>
<td>Terrorism and Emergency Management</td>
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**Fall Semester II**

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<td>COM 231</td>
<td>Public Speaking</td>
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<td>EPT 225</td>
<td>Hazard Analysis and Risk Assessment</td>
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<td>MAT 110</td>
<td>Math Measurement &amp; Literacy</td>
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<td>MAT 143</td>
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<tr>
<td>EPT 210</td>
<td>Response and Recovery</td>
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<td>EPT 260</td>
<td>Business Continuity</td>
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<td>EPT 275</td>
<td>Emergency OPS Center Management</td>
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<td>Social Science Elective</td>
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Students will choose 9 semester credit hours from only one of the following tracks to fulfill the major electives for the Emergency Management Technology degree.

**Fire Protection Track Electives**

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<tr>
<td>FIP 120</td>
<td>Introduction to Fire Protection</td>
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<td>FIP 136</td>
<td>Inspections and Codes</td>
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<td>FIP 152</td>
<td>Fire Protection Law</td>
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</table>
FIP 164  OSHA Standards  3  0  3  
FIP 176  Hazmat: Operations  4  0  4  
FIP 230  Chemistry of Hazardous Materials I  5  0  5  
FIP 240  Fire Service Supervision  3  0  3  
FIP 276  Managing Fire Services  3  0  3  

*Criminal Justice Track Electives
CJC 111  Introduction to Criminal Justice  3  0  3  
CJC 112  Criminology  3  0  3  
CJC 113  Juvenile Justice  3  0  3  
CJC 131  Criminal Law  3  0  3  
CJC 215  Organization and Administration  3  0  3  

Emergency Management -  
Preparedness & Mitigation (C55460P) 
Certificate Program

EPT 124  EM Services Law & Ethics  3  0  3  
EPT 130  Mitigation and Preparedness  3  0  3  
EPT 140  Emergency Management  3  0  3  
EPT 220  Terrorism and Emergency Management  3  0  3  
EPT 230  Emergency Planning  3  0  3  
FIP 228  Local Government Finance  3  0  3  
Total Hours  18  0  18  

Emergency Management - Response & Recovery  
(C55460R) 
Certificate Program

EPT 120  Sociology of Disaster  3  0  3  
EPT 150  Incident Management  3  0  3  
EPT 210  Response and Recovery  3  0  3  
EPT 260  Business Continuity  3  0  3  
EPT 275  Emergency OPS Center Management  3  0  3  
FIP 256  Municipal Public Relations  3  0  3  
Total Hours  18  0  18  

112
Hospitality Management (A25110)
Associate Degree Program

Career Information
This curriculum prepares individuals to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, inns, restaurants, institutions, and clubs. Course work includes guest services, leadership, management, restaurant operations, lodging operations, marketing, sanitation, food preparation, food and beverage management and other critical areas. Graduates should qualify for management or entry-level supervisory positions in food and lodging operations, including restaurants, food service, beverage service, catering, front office, reservations and housekeeping. Opportunities are also available in product services, and technology support and sales.

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<tr>
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<tbody>
<tr>
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<td>*CUL 110 Sanitation and Safety</td>
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<td>ENG 111 Writing and Inquiry</td>
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<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<td>ECO 252</td>
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<tr>
<td>HRM 124</td>
<td>Guest Services Management</td>
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<td>Marketing for Hospitality</td>
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**Summer Semester I**

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<td>MKT 223</td>
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<tr>
<td>BUS 139</td>
<td>Entrepreneurship I</td>
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<td>BUS 230</td>
<td>3</td>
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<tr>
<td>BUS 260</td>
<td>Business Communication</td>
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<td>*HRM 210</td>
<td>Meetings and Event Planning</td>
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<td>HRM 220</td>
<td>Cost Control-Food and Beverage</td>
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**Spring Semester II**

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<td>HRM 230</td>
<td>Club and Resort Management</td>
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<td>HRM 235</td>
<td>Quality Management-Hospitality</td>
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<td>HRM 245</td>
<td>Human Resource Management-Hospitality</td>
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<td>HRM 280</td>
<td>Management Problems-Hospitality</td>
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<td>MAT 110</td>
<td>Math Measurement &amp; Literacy</td>
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*Denotes industry certification courses.

**Business Administration Double Major Option**

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<td>Business Ethics</td>
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**Culinary Arts Double Major Option**

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**Note:** For the Social Science Elective, culinary students are encouraged to take either ECO 251 or ECO 252 which is required in the Hospitality Management Program.
Landscape Gardening (A15260)
Associate Degree Program

Career Information
The Landscape Gardening curriculum emphasizes intensive, practical, hands-on training in applied horticulture to reinforce classroom lecture on theory and technique. Course work includes plant propagation, greenhouse and nursery plant culture, turf management, plant identification, arboriculture, diseases and pests of plants, and landscape planning, maintenance, and construction. Graduates will be prepared for employment opportunities in applied horticulture related to landscape development and maintenance for residential and commercial operations. Graduates should be prepared to take the North Carolina Pesticide Applicator’s Examination and the North Carolina Certified Plant Professional Examination.

Fall Semester I

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>HOR 160</td>
<td>Plant Materials I</td>
<td>2</td>
</tr>
<tr>
<td>LSG 111</td>
<td>Basic Landscape Technique</td>
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<tr>
<td>TRF 110</td>
<td>Intro Turfgrass Culture &amp; Identification</td>
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Semester Total: 10  10  14

Spring Semester I

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<td>HOR 134</td>
<td>Greenhouse Operations</td>
<td>2</td>
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<tr>
<td>HOR 161</td>
<td>Plant Materials II</td>
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<td>LSG 122</td>
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Semester Total: 10  27  18
### Summer Semester I

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<td>WBL 121</td>
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### Fall Semester II

**or**

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<td>Intro Interpersonal Communication</td>
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<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
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<tr>
<td>ENG 114</td>
<td>Professional Research and Reporting</td>
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<td>Writing Research in the Disciplines</td>
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<td>LSG 232</td>
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<td>WBL 131</td>
<td>LSG Work-Based Learning III</td>
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<td>Humanities/Fine Arts Elective</td>
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### *Business Electives

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<td>BUS 139</td>
<td>Entrepreneurship I</td>
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<td>Small Business Management</td>
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### *Major Electives

Students must take a minimum of 6 credit hours from the following list of electives (must choose at least one AGR course):

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<th>Credits</th>
<th>Hours</th>
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<tbody>
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<td>Code</td>
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<td>Spring</td>
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<tr>
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<td>Landscape Management I</td>
<td>2</td>
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<tr>
<td>HOR 118</td>
<td>Equipment Operation and Maintenance</td>
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<tr>
<td>HOR 154</td>
<td>Introduction to Horticulture Therapy</td>
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<td>HOR 162</td>
<td>Applied Plant Science</td>
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<td>HOR 166</td>
<td>Soil and Fertilizer</td>
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<td>Plant Propagation</td>
<td>2</td>
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<tr>
<td>HOR 225</td>
<td>Nursery Production</td>
<td>2</td>
<td>3</td>
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<td>HOR 245</td>
<td>Horticultural Specialty Crops</td>
<td>2</td>
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<tr>
<td>HOR 255</td>
<td>Interiorscapes</td>
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<td>HOR 257</td>
<td>Aboriculture Practices</td>
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<td>HOR 265</td>
<td>Advanced Plant Materials</td>
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<td>HOR 266</td>
<td>Micropropagation</td>
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<td>HOR 266A</td>
<td>Micropropagation Lab Techniques</td>
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**Landscape Gardening Diploma (D15260)**

**Fall Semester I**

<table>
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<th>Summer</th>
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<td>LSG 111</td>
<td>Basic Landscape Technique</td>
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<td>LSG 121</td>
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<td>Writing and Inquiry</td>
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<td>HOR 160</td>
<td>Plant Materials I</td>
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<td>3</td>
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<tr>
<td>TRF 110</td>
<td>Intro Turfgrass Culture &amp; Identification</td>
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Semester Total: 10 10 14

**Spring Semester I**

<table>
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<th>Code</th>
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<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
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<td>Landscape Design I</td>
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<tr>
<td>HOR 114</td>
<td>Landscape Construction</td>
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<td>3</td>
</tr>
<tr>
<td>HOR 134</td>
<td>Greenhouse Operation</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<td>LSG 122</td>
<td>Spring Gardening Lab</td>
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<td>MAT 110</td>
<td>Math Measurement &amp; Literacy</td>
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Semester Total: 9/11 15/19 16/18

**Summer Semester I**

<table>
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<th>Spring</th>
<th>Summer</th>
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<tbody>
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<td>AGR 265</td>
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<td>HOR 164</td>
<td>Horticultural Pest Management</td>
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<td>AGR/Major Elective</td>
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Semester Total: 5/7 4/8 8/10

**Total Hours**: 24/28 29/37 38/42
*Major Electives

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<th>Course</th>
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<tr>
<td>AGR 266</td>
<td>Organic Crop Production: Fall</td>
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<td>HOR 116</td>
<td>Landscape Management I</td>
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<td>HOR 118</td>
<td>Equipment Operation and Maintenance</td>
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<td>HOR 154</td>
<td>Introduction to Horticulture Therapy</td>
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<td>HOR 162</td>
<td>Applied Plant Science</td>
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<td>HOR 166</td>
<td>Soil and Fertilizer</td>
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<td>HOR 225</td>
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<td>HOR 257</td>
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Landscape Gardening Certificate – General (C15260G)

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<td>HOR 164</td>
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<td>LSG 111</td>
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<td>LSG 121</td>
<td>Fall Gardening Lab</td>
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<tr>
<td>or LSG 122</td>
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<td>or LSG 123</td>
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<td>TRF 110</td>
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Landscape Gardening Certificate – Installation and Maintenance (C15260I)

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<td>Landscape Construction</td>
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<td>HOR 164</td>
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<td>HOR 257</td>
<td>Arboriculture Practices</td>
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### Landscape Gardening Certificate – Landscape Design (C15260D)

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### Landscape Gardening Certificate – Production (C15260P)

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<td>HOR 134</td>
<td>Greenhouse Operations</td>
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<td>HOR 160</td>
<td>Plant Materials I</td>
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<td>HOR 168</td>
<td>Plant Propagation</td>
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<td>LSG 111</td>
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### Landscape Gardening Certificate – Sustainable Edible (C15260SE)

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<th>Hours</th>
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<td>or</td>
<td>AGR 266</td>
<td>Organic Crop Production: Fall</td>
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<td>HOR 112</td>
<td>Landscape Design I</td>
<td>2</td>
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<tr>
<td>HOR 160</td>
<td>Plant Materials I</td>
<td>2</td>
</tr>
<tr>
<td>HOR 213</td>
<td>Landscape Design II</td>
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<td>Fall Gardening Lab</td>
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<tr>
<td>or</td>
<td>LSG 122</td>
<td>Spring Gardening Lab</td>
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<tr>
<td>or</td>
<td>LSG 123</td>
<td>Summer Gardening Lab</td>
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<td>WBL 111</td>
<td>LSG Work-Based Learning</td>
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<td><strong>Total Hours</strong></td>
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421
Career Information
The Mechanical Engineering Technology curriculum prepares graduates for employment as technicians in the diversified mechanical and manufacturing engineering fields. Mechanical Engineering technicians assist in design, development, testing, process design and improvement, and troubleshooting and repair of engineered systems. Emphasis is placed on the integration of theory and hands-on application of engineering principles. In addition to course work in engineering graphics, engineering fundamentals, materials and manufacturing processes, mathematics, and physics, students will study computer applications, critical thinking, planning and problem solving, and oral and written communications. Graduates of the curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQC, SME, and NICET.

Fall Semester I
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<td>111</td>
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Semester Total 8/9 | 17 | 15/16
### Spring Semester I

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<tr>
<td>COM 120</td>
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12/19 10/13 15/17
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**Mechanical Engineering Technology (D40320)**

**Diploma Program**

**Fall Semester I**

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**Summer I**

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Mechanical Engineering Technology – Drafting  
(C40320D)  
Certificate Program

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<td>DFT 111A Technical Drafting I Lab</td>
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Total Hours 6 18 12

Mechanical Engineering Technology – Welding  
(C40320W)  
Certificate Program

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Medical Assisting (A45400)
Associate Degree Program

Career Information
The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures. Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care. Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants’ Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians’ offices, health maintenance organizations, health departments, and hospitals.

Special Admission Requirements
- Application
- Information session/interview with program faculty
- High School transcript/Adult High School diploma or GED
- Transcripts of college work
- Placement Tests
- MAR (Minimum Admissions Requirements) Review
- Health form after acceptance
- Current certification in CPR after acceptance

Fall Semester I

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<td>MED 121</td>
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<td>OST 149</td>
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<td>Math Measurement &amp; Literacy</td>
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<td>Medical Terminology II</td>
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<td>Public Speaking</td>
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**Spring Semester II**

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<td>Clinical Perspectives</td>
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Career Information
This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments. Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

Fall Semester I

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Spring Semester I

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**Medical Office Administration (D25310)**

**Diploma Program**

**Fall Semester I**

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Work-Based Learning (up to 4 hours)
Medical Sonography (A45440)
Associate Degree Program

Career Information
The Medical Sonography curriculum provides knowledge and clinical skills in the application of high frequency sound waves to image internal body structures. Course work includes physics, cross-sectional anatomy, and abdominal, introductory vascular and obstetrical/gynecological sonography. Competencies are attained in identification of normal anatomy and pathological processes, use of equipment, fetal growth and development, integration of related imaging, and patient interaction skills. Graduates of accredited programs may be eligible to take examinations in ultrasound physics and instrumentation and specialty examinations administered by the American Registry of Diagnostic Medical Sonographers and find employment in clinics, physicians’ offices, mobile services, hospitals, and educational institutions.

Special Admission Requirements
- Application
- View information session DVD
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Hospital visit arranged by admissions counselor
- Interview with program director
- MAR (Minimum Admission Requirements) Review
- Current certification in CPR after acceptance
- Health form after acceptance

The following courses are pre-requisite courses and must be taken with a minimum grade of “C” prior to admission to the Medical Sonography Program:

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</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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</table>
Career Information
The Nuclear Medicine Technology curriculum provides the clinical and didactic experience to prepare students to qualify as entry-level Nuclear Medicine Technologists. Students will acquire the knowledge and skills necessary to properly perform clinical procedures. These skills include patient care, use of radioactive materials, operation of imaging and counting instrumentation, and laboratory procedures. Students are required to maintain current CPR certification during clinical classes. Graduates may be eligible to apply for certification/registration examinations given by the Nuclear Medicine Technology Certification Board and the American registry of Radiologic Technologists.

Special Admission Requirements
- Application
- Information session
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Clinical site visit (Optional)
- MAR (Minimum Admission Requirements) Review
- Health form after acceptance
- Current Certification in CPR after acceptance

Fall Semester I
BIO 168  Anatomy & Physiology I  3  3  4
CHM 131  Introduction to Chemistry  3  0  3
CHM 131A Introduction to Chemistry Lab  0  3  1
or
CHM 151  General Chemistry  3  3  4
ENG 111  Writing and Inquiry  3  0  3
MAT 171  Precalculus Algebra  3  2  4
NMT 110  Introduction to Nuclear Medicine  2  0  2
NMT 110A Introduction to Nuclear Medicine Lab  0  3  1
Semester Total  14  11  18

Spring Semester I
BIO 169  Anatomy & Physiology II  3  3  4
COM 231  Public Speaking
or
COM 120  Intro Interpersonal Communication  3  0  3
NMT 134  Nuclear Pharmacy  2  0  2
PHY 110  Conceptual Physics  3  0  3
### Summer Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NMT 126</td>
<td>Nuclear Physics</td>
<td>2</td>
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<tr>
<td>NMT 132</td>
<td>Overview - Clinical Nuclear Medicine</td>
<td>2</td>
<td>6</td>
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<td><strong>Semester Total</strong></td>
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### Fall Semester II

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<td>NMT Clinical Practice I</td>
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<td>NMT 212</td>
<td>Procedures for Nuclear Medicine I</td>
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<td>0</td>
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<tr>
<td>NMT 214</td>
<td>Radiobiology</td>
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<tr>
<td>NMT 215</td>
<td>Non-Imaging Instrumentation</td>
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<td>NMT 218</td>
<td>Computers in Nuclear Medicine</td>
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<th>Hours</th>
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<td>NMT Clinical Practice II</td>
<td>0</td>
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<tr>
<td>NMT 222</td>
<td>Procedures for Nuclear Medicine II</td>
<td>2</td>
<td>0</td>
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<tr>
<td>NMT 225</td>
<td>Imaging Instrumentation</td>
<td>1</td>
<td>3</td>
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<td>NMT 289</td>
<td>Nuclear Medicine Technology Topics</td>
<td>2</td>
<td>3</td>
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<tr>
<td>PET 235</td>
<td>PET Cross Sectional Anatomy</td>
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**Note:** Students are required to have their radiation exposure monitored. Semester fees for this service are due at registration and are not refundable.

---

**Nuclear Medicine Technology (D45460)**

**Diploma Program**

**Special Admission Requirements:**

- Application
- Associate degree or higher in Radiologic Technology from a programmatically accredited institution which included coursework in general physics.
- Information session
- High school transcript/Adult high School diploma/GED
- College transcripts
• Placement tests
• MAR (Minimum Admission Requirements) Review
• Health Form after acceptance

The following courses are co-requisite courses and must be completed with a minimum grade of “C”.

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<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 120</td>
<td>Intro Interpersonal Communication</td>
<td>3</td>
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<tr>
<td>or</td>
<td>COM 231 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CHM 131</td>
<td>Introduction to Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 131A</td>
<td>Introduction to Chemistry Lab</td>
<td>0</td>
</tr>
<tr>
<td>or</td>
<td>CHM 151 General Chemistry</td>
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<tr>
<td>MAT 171</td>
<td>Precalculus Algebra</td>
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**Semester Total**

9 5 11

**Summer Semester I**

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<tr>
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<th>Course Title</th>
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<td>NMT 126</td>
<td>Nuclear Physics</td>
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<td>Overview-Clinical Nuclear Medicine</td>
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**Semester Total**

6 6 8

**Fall Semester I**

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<th>Course Title</th>
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<tr>
<td>NMT 211</td>
<td>NMT Clinical Practice I</td>
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<td>Procedures for Nuclear Medicine I</td>
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<td>NMT 215</td>
<td>Non-Imaging Instrumentation</td>
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<tr>
<td>PET 235</td>
<td>PET Cross Sectional Anatomy</td>
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**Semester Total**

6 24 14

**Spring Semester I**

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<th>Course Title</th>
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<td>NMT 134</td>
<td>Nuclear Pharmacy</td>
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<tr>
<td>NMT 221</td>
<td>NMT Clinical Practice II</td>
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<td>NMT 222</td>
<td>Procedures for Nuclear Medicine II</td>
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</tr>
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<td>NMT 225</td>
<td>Imaging Instrumentation</td>
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**Semester Total**

5 24 13

**Total Hours**

26 59 46

**Note:** Students are required to have their radiation exposure monitored. Semester fees for this service are due at registration and are not refundable.
Associate Degree Nursing (A45110)
Associate Degree Program

Career Information
The Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings. Courses will include content related to the nurse’s role as provider of nursing care, as manager of care, as member within the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physician’s offices, industry, and community agencies.

Special Admission Requirements
- Application
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Information Session
- TEAS V Admissions Test
- MAR (Minimum Admission Requirements) Review
- Attend orientation after acceptance
- Current certification in CPR after acceptance
- Health form after acceptance
- Current certification as a Nurse Aide I and currently listed with North Carolina Division of Facility Services with no substantial findings

Fall Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 168</td>
<td>Anatomy &amp; Physiology I</td>
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<tr>
<td>NUR 111</td>
<td>Introduction to Health Concepts</td>
<td>4 12 8</td>
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<td>PSY 150</td>
<td>General Psychology</td>
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### Spring Semester I

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>BIO 169</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>NUR 112</td>
<td>Health-Illness Concepts</td>
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<tr>
<td>NUR 211</td>
<td>Health Care Concepts</td>
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<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
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| Semester Total | 12 15 17 |

### Summer Semester I

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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or

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CIS 113</td>
<td>Computer Basics</td>
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<td>NUR 113</td>
<td>Family Health Concepts</td>
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| Semester Total | 3/5 8 6/8 |

### Fall Semester II

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<td>ENG 111</td>
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<td>Microbiology</td>
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<td>NUR 114</td>
<td>Holistic Health Concepts</td>
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<td>NUR 212</td>
<td>Health System Concepts</td>
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| Semester Total | 12 15 17 |

### Spring Semester II

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>ENG 112</td>
<td>Writing Research in the Disciplines</td>
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or

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
<td>NUR 213</td>
<td>Complex Health Concepts</td>
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<tr>
<td>Humanities/Fine Arts Elective</td>
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| Semester Total | 10 18 16 |

| Total Hours | 47/49 71 71/73 |

## Nurse Aide Certificate (C45840)

Certificate Program

(Pending State Approval)

### Career Information

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.
Special Admission Requirements
• Must have a high school diploma or GED to receive the Nursing Assistant Certificate.

Fall Semester I

<table>
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<tr>
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Spring Semester I

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</table>
Office Administration (A25370)
Associate Degree Program

Career Information
The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace. Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills. Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

### Fall Semester I

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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>BUS 240</td>
<td>Business Ethics</td>
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<td>BUS 270</td>
<td>Professional Development</td>
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<td>OST 130</td>
<td>Comprehensive Keyboarding</td>
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<tr>
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<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
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<td>Text Entry and Formatting</td>
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<td>Text Editing Applications</td>
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<td>Word Processing</td>
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### Summer Semester I

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170
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<td>Math Measurement &amp; Literacy</td>
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<td>Customer Service</td>
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<td>Records Management</td>
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**Fall Semester II**

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<td>ACC 120</td>
<td>Principles of Financial Accounting I</td>
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<td>2</td>
<td>4</td>
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<tr>
<td>CTS 135</td>
<td>Integrated Software Introduction</td>
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<tr>
<td>OST 236</td>
<td>Advanced Word/Information Processing</td>
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**Spring Semester II**

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<th>Grade</th>
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<tbody>
<tr>
<td>BUS 260</td>
<td>Business Communication</td>
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<tr>
<td>CTS 235</td>
<td>Integrated Software Advanced</td>
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<td>4</td>
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<td>OST 289</td>
<td>Administrative Office Management</td>
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**Major Electives**

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<th>Hours</th>
<th>Grade</th>
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<td>ACC 149</td>
<td>Introduction to Accounting Spreadsheets</td>
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<td>2</td>
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<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
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<td>BUS 121</td>
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<td>Personal Finance</td>
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<td>Principles of Management</td>
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<td>BUS 153</td>
<td>Human Resource Management</td>
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Work-Based Learning (up to 8 hours)

**Office Administration (D25370)**

**Diploma Program**

**Fall Semester I**

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<td>BUS 115</td>
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<td>Business Law I</td>
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- **Spring Semester I**
- **Summer Semester I**
- **Major Electives**
- **Total Hours**
### Office Administration - Receptionist (C25370R)

**Certificate Program**

**Fall Semester I**
- CIS 110 Introduction to Computers 2 2 3
- BUS 270 Professional Development 3 0 3
- OST 130 Comprehensive Keyboarding 2 2 3

**Semester Total**
- 7 4 9

**Spring Semester I**
- OST 164 Text Editing Applications 3 0 3
- OST 136 Word Processing 2 2 3

**Semester Total**
- 5 2 6

**Summer Semester I**
- OST 184 Records Management 2 2 3

**Semester Total**
- 2 2 3

**Total Hours**
- 14 8 18

### Office Administration - Word Processing Clerk (C25370W)

**Certificate Program**

**Fall Semester I**
- CIS 110 Introduction to Computers 2 2 3
- OST 130 Comprehensive Keyboarding 2 2 3
- OST 136 Word Processing 2 2 3

**Semester Total**
- 6 6 9

**Spring Semester I**
- OST 164 Text Editing Applications 3 0 3
- OST 236 Advanced Word/Information Processing 2 2 3

**Semester Total**
- 5 2 6

**Summer Semester I**
- OST 184 Records Management 2 2 3

**Semester Total**
- 2 2 3

**Total Hours**
- 13 10 18
Ophthalmic Medical Assistant (D45510)
Diploma Program

Career Information
The Ophthalmic Medical Assistant Program prepares individuals to perform ophthalmic procedures under the supervision of a licensed physician specializing in Ophthalmology. Course work includes lecture, laboratory, and clinical training in ocular measurements; ocular testing; lensometry; administering topical and oral medications; eye care; and caring for instruments. Graduates are employed in medical institutions, clinics, or physicians practices. Graduates may qualify as candidates to take the Joint Commission on Allied Health Personnel, Ophthalmology National Certification Exam at the assistant level (COA©).

Special Admissions Requirements
- Application
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Information session/Interview with program faculty
- MAR (Minimum Admissions Requirements) Review
- Current Certification in CPR after acceptance
- Health form after acceptance

Fall Semester
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td>MED 121</td>
<td>Medical Terminology I</td>
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<tr>
<td>OPH 105</td>
<td>Ophthalmic Clinical Procedures I</td>
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<td>OPH 109</td>
<td>Ophthalmic Optics and Refractometry</td>
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<td>Intro to Ophthalmic Medical Assistant</td>
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Total Hours 26 46 42
Career Information
The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law. Course work includes substantive and procedural law in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization. Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

Fall Semester I
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<td>130 Civil Injuries</td>
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| LEX 210     | Real Property I                            | 3       | 0     | 3     |

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Work-Based Learning (up to 8 hours)
## Paralegal Technology (C25380F)
### Family Law Certificate

### Fall Semester I
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<td>Introduction to Paralegal Study</td>
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<td>LEX 210</td>
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<td>Legal Research / Writing I</td>
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<td>LEX 140</td>
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Total Hours: 17

## Paralegal Technology (C25380W)
### Wills and Estates Certificate

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<tr>
<td>LEX 120</td>
<td>Legal Research / Writing I</td>
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<td>LEX 250</td>
<td>Wills, Estates and Trusts</td>
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<td>LEX 240</td>
<td>Family Law</td>
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Total Hours: 17
Physical Therapist Assistant (A45640)
Associate Degree Program

Career Information
The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department. Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span. Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics and public school systems.

Special Admission Requirements
- GPA Requirement of 2.75
- Application
- Completion information session
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- PTA Information Session
- TEASV Admission Test
- MAR (Minimum Admissions Requirements) Review
- Current Certification in CPR after acceptance
- Health form after acceptance

Summer Semester I
BIO 168     Anatomy & Physiology I       3   3   4
ENG 111     Writing and Inquiry          3   0   3
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<tr>
<th>Course</th>
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<th>Hours</th>
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<td>BIO 169</td>
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<td>Intro Interpersonal Communication</td>
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<td>or</td>
<td>COM 231 Public Speaking</td>
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<td>PHY 110</td>
<td>Conceptual Physics</td>
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<td>Conceptual Physics Lab</td>
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<td>PTA 110</td>
<td>Introduction to Physical Therapy</td>
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<td>PTA 135</td>
<td>Pathology</td>
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<td>PTA 155</td>
<td>PTA Clinical I</td>
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<td>PTA 222</td>
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<td>PTA 145</td>
<td>Therapeutic Procedures</td>
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<td>PTA 152</td>
<td>Wellness and Prevention</td>
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<td>PTA 212</td>
<td>Health Care/Resources</td>
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<td>PTA 215</td>
<td>Therapeutic Exercise</td>
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<td>PTA 225</td>
<td>Introduction to Rehabilitation</td>
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<td>PTA Topics</td>
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Radiography (A45700)
Associate Degree Program

Career Information
The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body. Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology. Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists’ national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians’ offices, medical laboratories, government agencies, and industry.

Special Admission Requirements
- Application
- Information session
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Hospital visits arranged by admissions counselor
- TEAS V Admissions Test
- MAR (Minimum Admissions Requirements) Review
- Current certification in CPR after acceptance
- Health form after acceptance
- Students are required to have their radiation exposure monitored. Semester fees for this service are due at registration and are not refundable.
### Fall Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Units</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
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<td>2</td>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>RAD 110</td>
<td>Radiography Introduction and Patient Care</td>
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<td>Radiographic Procedures I</td>
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<td>RAD 151</td>
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**Semester Total** 12 14 17

### Spring Semester I

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<td>PHY 110A</td>
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<td>RAD 112</td>
<td>Radiographic Procedures II</td>
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<td>RAD 121</td>
<td>Radiographic Imaging I</td>
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**Semester Total** 8 23 16

### Summer Semester I

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<td>RAD 171</td>
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**Semester Total** 2 18 8

### Fall Semester II

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<td>Radiographic Procedures III</td>
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<td>RAD 231</td>
<td>Radiographic Physics II</td>
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<td>RAD 241</td>
<td>Radiobiology/Protection</td>
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<td>RAD 251</td>
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**Semester Total** 8 27 17

### Spring Semester II

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<td>RAD 245</td>
<td>Image Analysis</td>
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<td>RAD 261</td>
<td>Radiographic Clinical Education V</td>
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<td>RAD 271</td>
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**Semester Total** 7 27 16

**Total Hours** 37 109 74
Speech-Language Pathology Assistant (A45730)
Associate Degree Program

Career Information
The Speech-Language Pathology Assistant curriculum prepare graduates to work under the supervision of a Licensed Speech-Language Pathologist, who screens for speech, language, and hearing disorders and treats individuals with various communication disorders. Courses provide instruction in methods of screening for speech, language, and hearing disorders and in following written protocols designed to remediate individual communication problems. Supervised field experience includes working with patients of various ages and with various communication disorders. Graduates may be eligible for registration with the North Carolina Board of Examiners for Speech-Language Pathologist and Audiologist and must be supervised by a Licensed Speech-Language Pathologist. They may be employed in health care or education settings.

Special Admission Requirements
- Application
- Information session
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- MAR (Minimum Admission Requirements) Review
- Current Certification in CPR after acceptance
- Health form after acceptance

Fall Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
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<td>PSY 150</td>
<td>General Psychology</td>
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<td>SLP 111</td>
<td>Ethics and Standards for SLPA's</td>
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<td>SLP 140</td>
<td>Normal Communication</td>
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<td>SLP 150</td>
<td>Communication Disorders in Diverse Populations</td>
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Semester Total 16 2 17
### Spring Semester I

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<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
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<td>PSY 241</td>
<td>Developmental Psychology</td>
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<tr>
<td>SLP 112</td>
<td>SLPA Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 120</td>
<td>SLPA Administrative Procedures &amp; Mgmt</td>
<td>2</td>
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<tr>
<td>SLP 130</td>
<td>Phonetics/Speech Patterns</td>
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### Summer Semester I

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<td>COM 120</td>
<td>Intro Interpersonal Communication</td>
<td>3</td>
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<td>or</td>
<td>COM 231 Public Speaking</td>
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<td>Math Measurement &amp; Literacy</td>
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### Fall Semester II

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<td>PSY 265</td>
<td>Behavioral Modification</td>
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<td>SLP 211</td>
<td>Developmental Disorders</td>
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<td>SLP 215</td>
<td>Treatment Intervention in SLP</td>
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### Spring Semester II

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<td>SLP 230</td>
<td>SLPA Fieldwork</td>
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<td>SLP 231</td>
<td>SLPA Fieldwork Seminar</td>
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<td><strong>Total Hours</strong></td>
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|          | Total Hours | 60/61 | 73/74 |
Speech-Language Pathology Assistant (D45730)  
Diploma Program

Special Admissions Requirements

- Students who currently hold a BS/BA in Communication Sciences and Disorders (CSD) or Speech Language Pathology (SLP) from an accredited program may enter the SLPA diploma program.

The following courses are pre-requisite courses and must be taken with a minimum grade of “C” prior to admission to the Speech Language Pathology Assistant Diploma Program.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<td>Phonetics/Speech Patterns</td>
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Summer Semester I

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Fall Semester I

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<th>Course Title</th>
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<tr>
<td>SLP 211</td>
<td>Developmental Disorders</td>
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<td>SLP 215</td>
<td>Treatment Intervention in SLP</td>
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<td>SLP 220</td>
<td>Assistive Technology</td>
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<td>SLP 112</td>
<td>SLPA Anatomy &amp; Physiology</td>
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Spring Semester I

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<tr>
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<th>Course Title</th>
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<tr>
<td>SLP 212</td>
<td>Acquired Disorders</td>
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Total Hours: 47
Busy, working adults can benefit from a significant number of distance learning courses at CCC&TI. Distance learning, often called DL, enables students to take courses somewhere other than one of the college’s two campuses. This means most of the coursework, including exams and quizzes, can be completed from home and have the same credit hours as conventional courses. Distance learning courses come in a number of forms. Almost half of the DL courses CCC&TI offers are Internet-based classes, where students use a Web browser to log in to a Web-based application, called Moodle, to download course work and assignments, turn in assignments, participate in discussion boards with classmates and the instructor, take exams and check their grades. Hybrid courses combine the use of the Internet and/or DVDs with traditional classroom-based learning techniques. For more information about CCC&TI’s Distance Learning offerings and requirements, or to learn more about Moodle, visit http://www.ccti.edu/DL, or call 828-726-2707.

What Types of Distance Learning Courses are Offered?

**Internet (Online) Course:** Internet courses are courses offered via the Internet using a course website. CCC&TI uses Moodle to deliver Internet courses. These courses are distinguished in the course schedule by having a section number in the 620s.

**Hybrid Courses:** Hybrid courses combine traditional classroom instruction with the interactivity of an Internet course. Part of the course will be seated in a classroom while the other part will be online. These courses are distinguished in the course schedule by having a section numbers ending with a C or W.

**Information Highway (Video Conference) Courses:** Information highway courses use video conferencing medium, which enables students to come together from multiple locations with instructors for face-to-face instruction, discussion, collaboration, and problem solving. These classrooms are equipped with two-way audio and video equipment that permit all students to participate fully in the class, regardless of location. All necessary technologies are available in the classroom. Information highway courses have section numbers in the 700s and 780s.

**Admissions Policies for Distance Learning**

Students enrolled in distance learning courses must adhere to all the admissions requirements of the college. Additionally, students must meet the prerequisite requirements of individual courses through appropriate placement test scores and
course completion as documented on official transcripts. There are no special admissions to a separate program. Students are strongly advised to limit the number of distance learning courses for which they register, for these courses require a high level of commitment and self-discipline. Historically, about 50 percent of students successfully complete distance learning courses whereas about 60 percent successfully complete traditional classes. However, among those students who are successful completers, distance students earn higher grades than traditional students. Students enrolled in Internet classes must consider their level of computer competence.

What Do I Need To Succeed in a Distance Learning Course?

Each CCC&TI Distance Learning course provides you with dozens of resources to help you succeed, including connections to discussion groups, libraries, writing guides, and a student manual for using all of the course resources. To succeed in a distance learning course, you also need the following equipment and skills:

**Internet Access:** You must either own or have frequent access to a computer connected to the Internet. You should have access to this computer at least 3 hours per week for online discussion groups, for doing online research, for sending and responding to email messages, and for writing papers and submitting them via the Internet. You will, of course, need to spend more time reading textbook assignments, viewing videos (if required), and participating in other types of learning experiences. If you connect to the Internet with a modem, 56K is the minimum modem connection.

**Computer Knowledge:** You must also know how to use your computer to save files, access those files on your computer, copy files, use word processing, cut and paste text, copy text, and send and receive email.

**Email:** You will need to utilize your student email account to send messages to your instructor and classmates. To access your student email, login to the MyCCCTI student portal (https://my.cccti.edu/). Important messages will be communicated to you by your instructors and CCC&TI via your student email account.

**Up-to-date Browser:** Current browser recommendations: Firefox, Safari, or Google Chrome.

**Writing Skills:** Aside from the technical requirements, you must be able to read and write effectively. Using the Internet is a point and click experience, but the Internet and Internet courses are reading intensive experiences. You must also be a self-motivated person who can maintain a schedule. CCC&TI Distance Learning courses are not correspondence courses that you will complete in the far-distant future completely at your leisure. CCC&TI Distance Learning requires weekly activities just as in any course, although you can complete these activities any
hour of the day or night during that weekly period. **Self-Evaluation:** Take the Distance Learning Pre-test ([http://www.ccti.edu/DL/SelfTest.htm](http://www.ccti.edu/DL/SelfTest.htm)) to determine if you are ready to take a distance learning course.

**Minimum Technical Competencies for Internet Classes**

**Basic Computer Troubleshooting Skills**
Although you don’t need to be an expert with technology, you do need to be familiar with your computer system and be able to solve problems when they occur. Lack of the following skills will hinder your success in this online course.

**Recommended Technology Skills**
- Search the Internet and World Wide Web using a Web browser efficiently and effectively
- Know how to start and use computer applications such as a word processor (Microsoft Office or Open Office)
- Use of electronic mail (email): know how to compose, send, retrieve, read, respond to, forward messages, and know how to attach a file
- Know how to connect a printer/copier/scanner to your computer
- Understand netiquette
- Basic file management
- Evaluate sources found on the Internet for validity and reliability
- Access library books and periodicals over the Internet

**Hardware Requirements**
- For PC Computers: Windows 7 operating System (or better)
- For Macintosh Computers: OS X (or better)
- For all computers: 2 GB or more of RAM, 1 GB of Free disk space, Sound card and speakers or headphones, Broadband internet connection (DSL or cable recommended), Internet Capable, CD-Rom or DVD drive and Printer

**Software Requirements**
- Current anti-virus software: updated weekly, at least
- Current browser recommendations: Mozilla Firefox, Safari, or Google Chrome
- Word Processing Skills: You should know how to name, save, and retrieve a document as well as how to enter and edit text properly through a word processing program. You should also know how to change text format and style; set margins, line spacing, and tabs; check spelling, grammar, and word usage; and insert page numbers, page breaks, or section breaks.
Collaborative Agreements

CCC&TI is pleased to offer additional programs in collaboration with neighboring institutions. CCC&TI students may transfer to the following institutions to complete the programs below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice Technology</td>
<td>Catawba Valley CC</td>
</tr>
<tr>
<td>Criminal Justice: Latent Evidence</td>
<td>Catawba Valley CC</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Western Piedmont CC</td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>Gaston College</td>
</tr>
<tr>
<td>Medical Lab Technician</td>
<td>Western Piedmont CC</td>
</tr>
</tbody>
</table>

Students transferring from the following institutions may complete these programs at CCC&TI:

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Equipment Technology</td>
<td>Gaston College</td>
</tr>
<tr>
<td></td>
<td>Forsyth Technical CC</td>
</tr>
<tr>
<td>Speech Language Pathology Asst.</td>
<td>Mitchell CC</td>
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<tr>
<td></td>
<td>Central Piedmont CC</td>
</tr>
<tr>
<td></td>
<td>(Pending State Approval)</td>
</tr>
</tbody>
</table>

For more information on these programs, contact Dennis Seagle at dseaglejr@cccti.edu or 828-726-2705.
Course Descriptions

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

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

ENG 241  British Literature I  3  0  3

In order to determine contact hours, add class hours and lab hours.
For example:

CIS 110  Introduction to Computers  2  2  3

Two class hours plus two lab hours equal four contact hours. If no prerequisite is listed, none is required.

In addition to the listed prerequisites, all students enrolling in college-level courses must demonstrate competency by achieving satisfactory scores on either the CPT, SAT, ACT, or the relevant proficiency assessment.

ACA  Academic Related
ACC  Accounting
AGR  Agriculture
ANT  Anthropology
ART  Art
AST  Astronomy
ATR  Automation and Robotics
AUB  Collision Repair and Refinishing Technology
AUT  Automotive
BIO  Biology
BMT  Biomedical Equipment
BUS  Business
CET  Computer Engineering Technology
CHM  Chemistry
CIS  Information Systems
CJC  Criminal Justice
COM  Communication
COS  Cosmetology
CSC  Computer Science
CTI  Computer Technology Integration
CTS  Computer Information Technology
CUL  Culinary
CVS  Cardiovascular Sonography
DBA  Database Management Technology
DFT  Drafting
DMA  Developmental Mathematics
DRA  Drama/Theatre
DRE  Developmental Reading/English
ECO  Economics
EDU  Education
EGR  Engineering
ELC  Electrical
ELN  Electronics
ENG  English
EPT  Emergency Preparedness
FIP  Fire Protection
GEL  Geology
GEO  Geography
HEA  Health
HIS  History
HOR  Horticulture
HRM  Hotel & Restaurant Management
HUM  Humanities
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tr>
<td>HYD</td>
<td>Hydraulics</td>
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<td>INT</td>
<td>International Business</td>
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<td>ITN</td>
<td>Internet Technologies</td>
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<td>LEX</td>
<td>Legal Education</td>
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<tr>
<td>LSG</td>
<td>Landscape Gardening</td>
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<tr>
<td>MAT</td>
<td>Mathematics</td>
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<td>MEC</td>
<td>Mechanical</td>
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<td>MED</td>
<td>Medical Assisting</td>
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<td>MKT</td>
<td>Marketing and Retailing</td>
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<td>MUS</td>
<td>Music</td>
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<td>NET</td>
<td>Networking Technology</td>
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<td>NMT</td>
<td>Nuclear Medicine</td>
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<tr>
<td>NOS</td>
<td>Networking Operating Systems</td>
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<tr>
<td>NUR</td>
<td>Nursing</td>
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<td>OPH</td>
<td>Ophthalmic Medical Assistant</td>
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<td>OST</td>
<td>Office Administration</td>
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<td>PED</td>
<td>Physical Education</td>
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<td>PET</td>
<td>Positron Emission Tomography</td>
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<td>PHI</td>
<td>Philosophy</td>
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<td>PHY</td>
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<td>POL</td>
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<td>POR</td>
<td>Portuguese</td>
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<td>PSY</td>
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<td>SEC</td>
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<td>SEL</td>
<td>Selected Topics</td>
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<td>SEM</td>
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<td>Speech-Language Pathology</td>
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<td>SOC</td>
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<td>SON</td>
<td>Medical Sonography</td>
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<td>SPA</td>
<td>Spanish</td>
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<td>TRF</td>
<td>Turfgrass</td>
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<td>TRN</td>
<td>Transportation Technology</td>
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<td>WBL</td>
<td>Work-Based Learning</td>
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<td>WEB</td>
<td>Web Technologies</td>
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<td>WLD</td>
<td>Welding</td>
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### ACA: Academic Related

<table>
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<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ACA 085</td>
<td>Improving Study Skills</td>
<td>0</td>
<td>2</td>
<td>1</td>
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<tr>
<td></td>
<td>This course is designed to improve academic study skills and introduce resources that will complement developmental courses and engender success in college-level courses. Topics include basic study skills, memory techniques, note-taking strategies, test-taking techniques, library skills, personal improvement strategies, goal-setting, and learning resources. Upon completion, students should be able to apply techniques learned to improve performance in college-level classes. (D)</td>
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<tr>
<td>ACA 090</td>
<td>Student Success Strategies</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<td></td>
<td>This course is intended to provide students with skills and strategies to promote success in college, career, and life. Topics include the College's physical, academic, and social environment, promotes personal development, and cultivates learning strategies essential for student success. Upon completion, students should be able to manage their learning experiences to meet educational and life goals. (F/S)</td>
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<tr>
<td>ACA 111</td>
<td>College Student Success (Pass/Fail)</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td></td>
<td>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. (F/S)</td>
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<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>0</td>
<td>2</td>
<td>1</td>
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<td></td>
<td>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 is a Universal General Education Transfer Component (UGETC) course. (F/S/SS)</td>
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### ACC: Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
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<td></td>
<td>This course introduces business decision-making accounting information systems. Emphasis is on analyzing, summarizing, analyzing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making, and address ethical considerations. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S/SS)</td>
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</tbody>
</table>
ACC 121 Principles of Managerial Accounting 3 2 4
Prerequisites: 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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (S/SS)

ACC 129 Individual Income Taxes 2 2 3
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms. (F)

ACC 140 Payroll Accounting 1 2 2
Prerequisites: ACC 120
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technologies. (SS)

ACC 149 Introduction to Accounting Spreadsheets 1 2 2
Prerequisites: ACC 120
This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting. (F/S)

ACC 150 Accounting Software Applications 1 2 2
Prerequisites: 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. (SS)

ACC 220 Intermediate Accounting I 3 2 4
Prerequisites: 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 financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. (F)
ACC 221 Intermediate Accounting II  
3  2  4  
Prerequisites: 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 principals involved and display an analytical problem-solving ability for the topics covered. (S)

AGR: Agriculture

AGR 265 Organic Crop Production: Spring  
2  2  3  
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. Additional topics covered include: Organic and sustainable care and maintenance of ornamental landscape plants, and ornamental edible plants in the landscape setting. (D)

AGR 266 Organic Crop Production: Fall  
2  2  3  
This course includes a study of fall 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 should be able to demonstrate a knowledge of organic crop production appropriate for the fall season. Additional topics covered include: Organic and sustainable care and maintenance of ornamental landscape plants, and ornamental edible plants in the landscape setting. (D)

ANT: Anthropology

ANT 210 General Anthropology  
3  0  3  
This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)

ANT 220 Cultural Anthropology  
3  0  3  
This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)
ANT 221 Comparative Cultures  3  0  3
This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)

ART: Art

ART 110 Introduction to Art  2  0  2
This course is designed to introduce an awareness of art in the everyday world. Emphasis is placed on art as visual communication. Upon completion, students should be able to demonstrate an understanding of the meanings and purposes of art. (D)

ART 111 Art Appreciation  3  0  3
Prerequisites: DRE 097
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 is a Universal General Education Transfer Component (UGETC) course. (D)

ART 114 Art History Survey I  3  0  3
Prerequisites: DRE 098
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 is a Universal General Education Transfer Component (UGETC) course. (F/S)

ART 115 Art History Survey II  3  0  3
Prerequisites: DRE 098
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 is a Universal General Education Transfer Component (UGETC) course. (F/S)

ART 116 Survey of American Art  3  0  3
This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)
ART 121  Two-Dimensional Design  0  6  3
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 and ICAA as a premajor and/or elective course requirement. (F/S)

ART 122  Three-Dimensional Design  0  6  3
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 and ICAA
as a premajor and/or elective course requirement. (F/S)

ART 131  Drawing I  0  6  3
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 and ICAA as a premajor and/or elective course requirement. (F)

ART 132  Drawing II  0  6  3
Prerequisites: 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 and ICAA as a premajor and/or elective
course requirement. (D)

ART 135  Figure Drawing I  0  6  3
Prerequisites: ART 131
This course introduces rendering the human figure with various drawing materials.
Emphasis is placed on the use of the visual elements, anatomy, and proportion in the
representation of the draped and undraped figure. Upon completion, students should be
able to demonstrate competence in drawing the human figure. This course has been
approved for transfer under the CAA and ICAA as a premajor and/or elective course
requirement. (D)

ART 171  Computer Art I  0  6  3
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 and ICAA
as a premajor and/or elective course requirement. (D)
ART 212 Gallery Assistantship I 0 2 1
This course covers the practical application of display techniques. Emphasis is placed on preparation of artwork for installation, hardware systems, and exhibition graphics. Upon completion, students should be able to demonstrate basic gallery exhibition skills. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 213 Gallery Assistantship II 0 2 1
Prerequisites: ART 212
This course provides additional experience in display techniques. Emphasis is placed on preparation of artwork for exhibition, alternative methods of installation, hardware systems, and exhibition graphics. Upon completion, students should be able to demonstrate independent decision-making and exhibition expertise. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 231 Printmaking I 0 6 3
This course introduces printmaking: its history, development techniques, and processes. Emphasis is placed on basic applications with investigation into image source and development. Upon completion, students should be able to produce printed images utilizing a variety of methods. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 232 Printmaking II 0 6 3
Prerequisites: ART 231
This course includes additional methods and printmaking processes. Emphasis is placed on the printed image as related to method, source, and concept. Upon completion, students should be able to produce expressive images utilizing both traditional and innovative methods. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 240 Painting I 0 6 3
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 and ICAA as a premajor and/or elective course requirement. (D)

ART 241 Painting II 0 6 3
Prerequisites: ART 240
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Transfer Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 242</td>
<td>Landscape Painting</td>
<td>0</td>
<td>ART 240</td>
<td>This course introduces and practices the skills and techniques of open-air painting. Emphasis is placed on techniques of painting summer foliage, skies and mountains, and the elements of aerial perspective. Upon completion, students should be able to complete an open-air landscape painting employing brush, knife, scumbling and glazing techniques. <em>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</em> (D)</td>
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<tr>
<td>ART 247</td>
<td>Jewelry I</td>
<td>0</td>
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<td>This course introduces a basic understanding of the design and production of jewelry. Emphasis is placed on concepts and techniques using metals and other materials. Upon completion, students should be able to demonstrate an ability to use appropriate methods to create unique jewelry. <em>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</em> (F/S)</td>
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<tr>
<td>ART 248</td>
<td>Jewelry II</td>
<td>0</td>
<td>ART 247</td>
<td>This course is a continuation of the skills learned in ART 247. Emphasis is placed on the creation of individual designs that utilize a variety of techniques such as casting, cloisonné, and plique-a-jour. Upon completion, students should be able to create jewelry which demonstrates originality. <em>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</em> (F/S)</td>
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<tr>
<td>ART 250</td>
<td>Surface Design: Textiles</td>
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<td>This course introduces the basic principles and elements of art as applied to textile surfaces. Emphasis is placed on direct, top-dyed processes that utilize both synthetic and natural dyes, and techniques such as batiking, stenciling, and stamping. Upon completion, students should be able to demonstrate a basic understanding of appropriate materials and techniques as they apply to original design on a variety of textile surfaces. <em>This course has been approved for transfer under the CAA/ICAA as a premajor and/or elective course requirement.</em> (D)</td>
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<tr>
<td>ART 264</td>
<td>Digital Photography I</td>
<td>0</td>
<td>ART 264</td>
<td>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. <em>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</em> (S/F)</td>
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<tr>
<td>ART 265</td>
<td>Digital Photography II</td>
<td>0</td>
<td>ART 264</td>
<td>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. <em>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</em> (S/F)</td>
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ART 271 Computer Art II 0 6 3
Prerequisites: ART 171
This course includes advanced computer imaging techniques. Emphasis is placed on creative applications of digital technology. Upon completion, students should be able to demonstrate command of computer systems and applications to express their personal vision. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 281 Sculpture I 0 6 3
This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in a variety of sculptural approaches. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 282 Sculpture II 0 6 3
Prerequisites: ART 281
This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 283 Ceramics I 0 6 3
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ART 284 Ceramics II 0 6 3
Prerequisites: 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 and ICAA as a premajor and/or elective course requirement. (D)

ART 285 Ceramics III 0 6 3
Prerequisites: ART 284
This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student artistic goals. This course has been approved for transfer under the CAA and ICAA as a
**ART 286** Ceramics IV  
Prerequisites: ART 285  
This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)*

**ART 288** Studio  
Prerequisites: Limited to those who have completed a sequence of art courses in the proposed area of study.  
This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials and techniques. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)*

**ART 289** Museum Study  
This course introduces research methods in the museum setting. Emphasis is placed on the chronology, styles, periods, context, and meaning in art. Upon completion, students should be able to demonstrate the advantage of first-hand and on-site research. (D)

**AST: Astronomy**

**AST 151** General Astronomy I  
Prerequisites: DRE 097 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050  
Corequisites: AST 151A  
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 is a Universal General Education Transfer Component (UGETC) course. (F)*

**AST 151A** General Astronomy I Lab  
Prerequisites: DRE 097 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050  
Corequisites: 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 is a Universal General Education Transfer Component (UGETC) course. (F/S)*
AST 152  General Astronomy II  3  0  3
Prerequisites:  AST 151
Corequisites:  AST 152A
This course is a continuation of AST 151 with primary emphasis beyond the solar system. Topics include the sun, stars, galaxies, and the larger universe, including cosmology. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (S)

AST 152A  General Astronomy II Lab  0  2  1
Prerequisites:  AST 151
Corequisites:  AST 152
This course is a laboratory to accompany AST 152. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 152 and which provide practical experience. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (S)

ATR: Automation and Robotics

ATR 282  Robotics and CIM  3  2  4
This course covers robotics and computer integrated manufacturing (CIM). Topics include application, programming, and maintenance of robotic devices and the relationship between robotics and CIM. Upon completion, students should be able to safely program, operate, maintain robots and understand the relationship between robotics and CIM. (S)

AUB: Collision Repair and Refinishing Technology

AUB 111  Painting and Refinishing I  2  6  4
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. This is a diploma-level course. (F)

AUB 112  Painting and Refinishing II  2  6  4
Prerequisites:  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 refinish problems. This is a diploma-level course. (S)
AUB 114   Special Finishes  1  2  2
Prerequisites: 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. This is a diploma-level course. (S)

AUB 121   Non-Structural Damage I  1  4  3
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. This is a diploma-level course. (F)

AUB 122   Non-Structural Damage II  2  6  4
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. This is a diploma-level course. (S)

AUB 131   Structural Damage I  2  4  4
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage. This is a diploma-level course. (F)

AUB 132   Structural Damage II  2  6  4
Prerequisites: AUB 131
This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards. This is a diploma-level course. (S)

AUB 134   Autobody MIG Welding  1  4  3
This course covers the terms and procedures for welding the various metals found in today’s autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards. This is a diploma-level course. (F)
AUB 136  Plastics and Adhesives  1  4  3
This course covers safety, plastic and adhesive identification, and the various repair
methods of automotive plastic components. Topics include safety, identification,
preparation, material selection, and the various repair procedures including refinishing.
Upon completion, students should be able to identify, remove, repair, and/or replace
automotive plastic components in accordance with industry standards. This is a diploma-
level course. (SS)

AUB 141  Mechanical and Electrical Components I  2  2  3
This course covers the basic principles of automotive mechanical and electrical
components. Topics include personal and environmental safety and suspension and
steering, electrical, brake, heating and air-conditioning, cooling, drive train, and restraint
systems. Upon completion, students should be able to identify system components and
perform basic system diagnostic checks and/or repairs according to industry standards.
This is a diploma-level course. (SS)

AUB 162  Autobody Estimating  1  2  2
This course provides a comprehensive study of autobody estimating. Topics include
collision damage analysis, industry regulations, flat-rate and estimated time, and collision
estimating manuals. Upon completion, students should be able to prepare and interpret a
damage report. This is a diploma-level course. (SS)

AUT: Automotive

AUT 113  Automotive Servicing I  0  6  2
Corequisites: TRN 110, TRN 120
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. (F)

AUT 116  Engine Repair  2  3  3
Corequisites: AUT 116A, TRN 110, TRN 120
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  0  3  1
Corequisites: AUT 116, TRN 110, TRN 120
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 141  Suspension and Steering Systems**  
2  3  3  
Corequisites: AUT 141A, TRN 110, TRN 120  
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 various steering and suspension components, check and adjust various alignment angles, and balance wheels. (S)

**AUT 141A  Suspension and Steering Lab**  
0  3  1  
Corequisites: AUT 141, TRN 110, TRN 120  
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

**AUT 151  Brake Systems**  
2  3  3  
Corequisites: AUT 151A, TRN 110, TRN 120  
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. (S)

**AUT 151A  Brake Systems Lab**  
0  3  1  
Corequisites: AUT 151, TRN 110, TRN 120  
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. (S)

**AUT 163  Advanced Auto Electricity**  
2  3  3  
Prerequisites: TRN 120  
Corequisites: AUT 163A  
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. (F)
AUT 163A Advanced Auto Electricity Lab 0 3 1
Prerequisites: TRN 120
Corequisites: AUT 163
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 networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. (F)

AUT 181 Engine Performance 1 2 3 3
Corequisites: TRN 110, TRN 120
This course covers the principles, systems, and procedures required for diagnosing and restoring engine performance using electrical/electronic test equipment. Topics include procedures for diagnosis and repair of ignition, emission control, and related electronic systems. Upon completion, students should be able to describe operation of and diagnose/repair ignition/emission control systems using appropriate test equipment and service information. (S)

AUT 183 Engine Performance 2 2 6 4
Prerequisites: AUT 181
This course covers the principles of fuel delivery/management, exhaust/emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. Topics include procedures for diagnosis/repair of fuel delivery/management and exhaust/emission systems using appropriate service information. Upon completion, students should be able to describe, diagnose, and repair engine fuel delivery/management and emission control systems using appropriate service information and diagnostic equipment. (SS)

AUT 212 Auto Shop Management 3 0 3
Corequisites: TRN 110, TRN 120
This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint. (F)

AUT 221 Automatic Transmission/Transaxles 2 3 3
Corequisites: AUT 221A, TRN 110, TRN 120
This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair automatic drive trains. (F)

AUT 221A Automatic Transmission/Transaxles Lab 0 3 1
Corequisites: AUT 221, TRN 110, TRN 120
This course is an optional lab to be used as an alternative to co-op placement in meeting
the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains. (F)

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<tr>
<td>AUT 231</td>
<td>Manual Transmission/Axles/Drivetrains</td>
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<td>Corequisites: AUT 231A, TRN 110, TRN 120</td>
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<td>This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, drive shafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair manual drive trains. (S)</td>
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<tr>
<td>AUT 231A</td>
<td>Manual Transmission/Axles/Drivetrains Lab</td>
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<td>Corequisites: AUT 231, TRN 110, TRN 120</td>
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<td>This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains. (S)</td>
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**BIO: Biology**

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<td>BIO 090</td>
<td>Foundations of Biology</td>
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<td>Corequisites: DRE 098</td>
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<td>This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses. (D)</td>
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<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
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<td>Prerequisites: DRE 097 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050</td>
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<td>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. <em>This course is a Universal General Education Transfer Component (UGETC) course.</em> (D)</td>
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<tr>
<td>BIO 111</td>
<td>General Biology I</td>
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<td>Prerequisites: DRE 097 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050</td>
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<td>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, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. <em>This course is a Universal General Education Transfer Component (UGETC) course.</em> (F)</td>
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<tr>
<td>BIO 112</td>
<td>General Biology II</td>
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Prerequisites: 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 is a Universal General Education Transfer Component (UGETC) course. (S)

BIO 120 Introductory Botany 3 3 4
Prerequisites: 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 and ICAA as a general education course in Natural Science. (D)

BIO 130 Introductory Zoology 3 3 4
Prerequisites: BIO 110 or BIO 111
This course provides an Introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (D)

BIO 140 Environmental Biology 3 0 3
Prerequisites: DRE 097
Corequisites: BIO 140A
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. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (D)

BIO 140A Environmental Biology Lab 0 3 1
Prerequisites: DRE 097
Corequisites: BIO 140
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. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (D)

BIO 163 Basic Anatomy and Physiology 4 2 5
Prerequisites: DRE 097
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. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

**BIO 168 Anatomy and Physiology I**  
3 3 4
Prerequisites: DRE 097
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/SS)

**BIO 169 Anatomy and Physiology II**  
3 3 4
Prerequisites: 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 and ICAA as a premajor and/or elective course requirement. (F/S)

**BIO 223 Field Botany**  
2 3 3
Prerequisites: BIO 112
This course provides a field and laboratory study of local flora. Emphasis is placed on local flora classification, identification, and ecology by the use of keys and field studies. Upon completion, students should be able to use keys for classification and identification of local flora and to demonstrate an understanding of plant ecology. (D)

**BIO 224 Local Flora Spring**  
1 2 2
This course provides an Introduction to the identification of native plants. Emphasis is placed on spring wild flowers. Upon completion, students should be able to identify a variety of spring wild flowers and native plants. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

**BIO 225 Local Flora Summer**  
1 2 2
This course provides an Introduction to the identification of native plants. Emphasis is placed on summer wild flowers. Upon completion, students should be able to identify a variety of summer wild flowers and native plants. (D)

**BIO 226 Local Flora Fall**  
1 2 2
This course provides an Introduction to the identification of native plants. Emphasis is placed on fall wild flowers. Upon completion, students should be able to identify a variety of fall wild flowers and native plants. (D)

**BIO 275 Microbiology**

Prerequisites: BIO 110, BIO 111, BIO 163, 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 and ICAA as a premajor and/or elective course requirement.* (F/S)

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**BMT: Biomedical Equipment Technology**

**BMT 111 Introduction to Biomed Field**

2 0 2

This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties. (F/SS)

**BMT 112 Hospital Safety Standards**

2 2 3

Prerequisites: ELC 131

This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations. (SS)

**BMT 120 Biomedical Anatomy and Physiology**

2 2 3

Prerequisites: ELC 131

This course provides a basic study of human anatomy and physiology with emphasis on biomonitoring of body systems. Topics include homeostasis; cells and tissues; and the structure, function, and monitoring of body systems. Upon completion, students should be able to demonstrate a basic understanding of the structure, function, and biomedical monitoring of human body systems. (SS)

**BMT 212 BMET Instrumentation I**

3 6 6

Prerequisites: PHY 131 or PHY 151 or PHY110/PHY110A

This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers’ original specifications. (F)

**BMT 213 BMET Instrumentation II**

2 3 3
Prerequisites: BMT 212
Corequisites: BMT 225
This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers’ original specifications. (S)

BMT 223 Imaging Techniques/Laser Fundamentals 3 2 4
Corequisites: BMT 212
This course covers techniques associated with X-Ray, CT scan, Magnetic Resonance Imaging and ultrasound, along with fundamental concepts and applications of medical lasers. Topics include radiation interaction with matter, X-Ray emissions, beam restricting devices, laser energy generation, and laser usage in surgery and other related medical procedures. Upon completion, students should be able to understand the operation of imaging devices, evaluate, calibrate, align, and provide safety instruction in usage of medical lasers. (F)

BMT 225 Biomed Troubleshooting 1 4 3
Corequisites: BMT 213
This course is designed to provide students with basic problem solving skills, and to track down and identify problems frequently encountered with medical instrumentation. Emphasis is placed on developing logical troubleshooting techniques using technical manuals, flowcharts, and schematics, to diagnose equipment faults. Upon completion, students should be able to locally diagnose and isolate faults, and perform repairs to meet manufacturer specifications. (S)

BUS: Business

BUS 110 Introduction to Business 3 0 3
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 and ICAA as a premajor and/or elective course requirement. (F/S/SS)

BUS 115 Business Law I 3 0 3
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 and ICAA as a premajor and/or elective course requirement. (F/S/SS)

BUS 121 Business Math 2 2 3
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. (F/S)

**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. (F)

**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 and ICAA as a premajor and/or elective course requirement.* (F/S/SS)

**BUS 139 Entrepreneurship I**  
This course provides an Introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, and sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs. (F)

**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. (F/S)

**BUS 225 Business Finance**  
Prerequisites: 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. (F/S)

**BUS 230 Small Business Management**  
This course introduces the challenges of entrepreneurship including the start-up and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan. (F/S)

**BUS 240 Business Ethics**  
This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion,
students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society. (F/S)

**BUS 245 ** Entrepreneurship II 3 0 3  
Prerequisites: BUS 139  
This course is designed to allow the student to develop a business plan. Topics include the need for a business plan, sections of the plan, writing the plan, and how to find assistance in preparing the plan. Upon completion, students should be able to design and implement a business plan based on sound entrepreneurship principles. (D)

**BUS 260 ** Business Communication 3 0 3  
Prerequisites: 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. (S)

**BUS 270 ** Professional Development 3 0 3  
This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job. (F/S)

**BUS 280 ** REAL Small Business 4 0 4  
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. (F)

**BUS 285 ** Business Management Issues 2 2 3  
Prerequisites: BUS 137  
This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees. (S)

**CET: Computer Engineering Technology**

**CET 130 ** Operating System Principles 2 3 3  
This course introduces the concepts, usage, internals and applications of operating systems used in engineering technology. Topics include resource management, shells, schedulers, file systems, networking, software considerations and other related topics. Upon completion, students should be able to choose and evaluate an operating system for engineering applications.
CHM: Chemistry

CHM 131 Introduction to Chemistry  
Prerequisites: DRE 97 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050  
Corequisites: CHM 131A  
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (F)

CHM 131A Introduction to Chemistry Lab  
Prerequisites: DRE 97 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050  
Corequisites: CHM 131  
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (F)

CHM 132 Organic and Biochemistry  
Prerequisites: CHM 131/CHM 131A or CHM 151  
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. (S)

CHM 151 General Chemistry I  
Prerequisites: DRE 97 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, 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 is a Universal General Education Transfer Component (UGETC) course. (F)

CHM 152 General Chemistry II  
Prerequisites: 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 is a Universal General Education Transfer Component (UGETC) course. (S)

CIS: Information Systems

CIS 110 Introduction to Computers 2 2 3
Prerequisites: RED 090, RED 091 or DRE 097
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). (F/S/SS)

CIS 111 Basic PC Literacy 1 2 2
This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. (F/S/SS)

CIS 113 Computer Basics 0 2 1
This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. (F/S/SS)

CIS 115 Introduction to Programming and Logic 2 3 3
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040 or MAT 121 or MAT 171
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). (F/SS)

CJC: Criminal Justice

CJC 100 Basic Law Enforcement Training 9 30 19
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. (F/S)
CJC 111 Introduction to Criminal Justice 3 0 3
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

CJC 112 Criminology 3 0 3
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. (D)

CJC 113 Juvenile Justice 3 0 3
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. (D)

CJC 131 Criminal Law 3 0 3
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. (D)

CJC 215 Organization and Administration 3 0 3
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations. (D)

CJC 231 Constitutional Law 3 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. (D)
COM: Communication

COM 120  Introduction Interpersonal Communication  3  0  3
Prerequisites: DRE 097
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. Students will also prepare and deliver presentations individually and in groups. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts (Substitute).* (F/S)

COM 231  Public Speaking  3  0  3
Prerequisites: ENG 111
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 is a Universal General Education Transfer Component (UGETC) course.* (F/S)

COS: Cosmetology

COS 111  Cosmetology Concepts I  4  0  4
Corequisites: COS 112
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting. (F/S)

COS 112  Salon I  0  24  8
Corequisites: COS 111
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, hair cutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services. (F/S)

COS 113  Cosmetology Concepts II  4  0  4
Prerequisites: COS 111, COS 112
Corequisites: COS 114
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. (F/S)
COS 114  Salon II  0  24  8
Prerequisites: COS 112
Corequisites: COS 113
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, hair cutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. (F/S)

COS 115  Cosmetology Concepts III  4  0  4
Prerequisites: COS 111, COS 112
Corequisites: COS 116
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. (SS)

COS 116  Salon III  0  12  4
Prerequisites: COS 112
Corequisites: COS 115
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, hair cutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. (SS)

COS 117  Cosmetology Concepts IV  2  0  2
Prerequisites: COS 111, COS 112
Corequisites: COS 118
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements. (F/S)

COS 118  Salon IV  0  21  7
Corequisites: COS 117
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements. (F/S)

COS 119  Esthetics Concepts I  2  0  2
This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional
ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements. (S)

COS 121  Manicure/Nail Technology I  4  6  6
This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting. (D)

COS 222  Manicure/Nail Technology II  4  6  6
Prerequisites: COS 121
This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations. (D)

COS 251  Manicure Instructor Concepts  8  0  8
Corequisites: COS 252
This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance. (D)

COS 252  Manicure Instructor Practicum  0  15  5
Corequisites: COS 251
This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements. (D)

COS 271  Instructor Concepts I  5  0  5
Corequisites: COS 272
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting. This is a certificate-level course. (D)

COS 272  Instructor Practicum I  0  21  7
Corequisites: COS 271
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services,
supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student. This is a certificate-level course. (D)

COS 273 Instructor Concepts II 5 0 5
Prerequisites: COS 271, COS 272
Corequisites: COS 274
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records. This is a certificate-level course. (D)

COS 274 Instructor Practicum II 0 21 7
Prerequisites: COS 271, COS 272
Corequisites: COS 273
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. This is a certificate-level course. (D)

CSC: Computer Science

CSC 134 C++ Programming 2 3 3
This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

CSC 139 Visual BASIC Programming 2 3 3
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (S)

CSC 151 JAVA Programming 2 3 3
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven
This course introduces computer programming using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment at the beginning level. (D)

CSC 234 Advanced C++ Programming 2 3 3
Prerequisites: CSC 134
This course is a continuation of CSC 134 using the C++ programming language with standard programming principles. Emphasis is placed on advanced arrays/tabs, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. (S)

CSC 251 Advanced JAVA Programming 2 3 3
Prerequisites: CSC 151
This course is a continuation of CSC 151 using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. (S)

CSC 253 Advanced C# Programming 2 3 3
Prerequisites: CSC 153
This course is a continuation of CSC 153 using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. (D)

CSC 289 Programming Capstone Project 1 4 3
Prerequisites: CTS 285
This course provides an opportunity to complete a significant programming project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete a project from the definition phase through implementation. (S)
CTI: Computer Technology Integration

CTI 110  Web, Programming, and Database Foundation  2  2  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 website with mark-up tools, and create a simple database table. (F)

CTI 120  Network and Security Foundation  2  2  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. (F)

CTI 130  Operating Systems and Device Foundation  4  4  6
This course covers the basic hardware and software of a personal computer, including installation, operations and interaction with popular microcomputer operating systems. Topics include components identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. (D)

CTI 140  Virtualization Concepts  1  4  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. (D)

CTI 141  Cloud and Storage Concepts  1  4  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. (D)

CTI 289  CTI Capstone Project  1  6  3
Prerequisites: CTI 110, CTI 120
This course provides students an opportunity to complete a significant integrated technology project from the design phase through implementation with minimal instructor support. Emphasis is placed on technology policy, process planning, procedure definition, systems architecture, and security issues to create projects for the many areas in which computer technology is integrated. Upon completion, students should be able to
create, implement, and support a comprehensive technology integration project from the planning and design phase through implementation. (S)

**CTS: Computer Information Technology**

**CTS 115 Information Systems Business Concepts** 3 0 3
The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the ‘hybrid business manager’ and the potential offered by new technology and systems. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (F/S)

**CTS 120 Hardware/Software Support** 2 3 3
Prerequisites: CIS 110 or CIS 111
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. (F)

**CTS 130 Spreadsheet** 2 2 3
Prerequisites: CIS 110, CIS 111, or OST 137
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

**CTS 135 Integrated Software Introduction** 2 4 4
Prerequisites: CIS 110 or CIS 111
This course instructs students in the Windows or Linux based program suites for word processing, spreadsheet, database, personal information manager, and presentation software. This course prepares students for introductory level skills in database, spreadsheet, and personal information manager, word processing, and presentation applications to utilize data sharing. Upon completion, students should be able to design and integrate data at an introductory level to produce documents using multiple technologies. (F/SS)

**CTS 155 Technical Support Functions** 2 2 3
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems. (F)
CTS 217  
**Computer Training/Support**  
2  2  3  
Prerequisites: CIS 110 or CIS 111  
This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users.  

CTS 220  
**Advanced Hardware/Software Support**  
2  3  3  
Prerequisites: CTS 120  
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.  

CTS 230  
**Advanced Spreadsheet**  
2  2  3  
Prerequisites: CTS 130  
This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.  

CTS 235  
**Integrated Software Advanced**  
2  4  4  
Prerequisites: CTS 135  
This course provides strategies to perform data transfer among software programs. Emphasis is placed on data interchange among word processors, spreadsheets, presentation graphics, databases and communications products. Upon completion, students should be able to integrate data to produce documents using multiple technologies.  

CTS 255  
**Advanced Technical Support Functions**  
2  2  3  
Prerequisites: CTS 155  
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Topics include technical support management techniques, evaluation, and methods of deployment for technical support technologies. Upon completion, students should be able to determine the best technologies to support and solve more complex technical support problems.  

CTS 285  
**Systems Analysis and Design**  
3  0  3  
Prerequisites: CIS 115  
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.  

(F)
CTS 289  System Support Project  1  4  3
Prerequisites: CTS 285
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation. (S)

CUL: Culinary

CUL 110  Sanitation and Safety  2  0  2
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. (F/S/SS)

CUL 112  Nutrition for Foodservice  3  0  3
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. (F)

CUL 120  Purchasing  2  0  2
This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, and 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. (D)

CUL 135  Food and Beverage Service  2  0  2
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. (D)

CUL 140  Culinary Skills I  2  6  5
Corequisites: CUL 110
This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry. (F)
CUL 142  Fundamentals of Food  2  6  5
Corequisites: CUL 110
This course introduces the student to the basic principles of cooking, baking and kitchen operations. Topics include preparation methods for protein, starch, vegetable/fruit identification/selection, storage; breakfast cookery, breads, sweet dough/pastries, basic fabrication, knife skills, and mise en place. Upon completion, students should be able to execute efficiently a broad range of basic cooking/baking skills as they apply to different stations in foodservice operations. (D)

CUL 150  Food Science  1  2  2
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. (D)

CUL 160  Baking I  1  4  3
Corequisites: CUL 110, CUL 160A
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. (S)

CUL 160A  Baking Lab  0  3  1
Corequisites: CUL 110, CUL 160
This course provides a laboratory experience for enhancing student skills in basic baking. Emphasis is placed on the practical experiences of yeast/chemically leavened products, laminated/pastry dough, batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate a basic proficiency in bakeshop applications. (S)

CUL 170  Garde Manger I  1  4  3
Corequisites: CUL 110, CUL 170A
This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology. (S)

CUL 170A  Garde Manger I Lab  0  3  1
Corequisites: CUL 110, CUL 170
This course provides a laboratory experience for enhancing student skills in basic cold food preparation techniques and pantry production. Emphasis is placed on the practical
experiences that include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to demonstrate proficiency in the design of a cold food display. (S)

CUL 214 Wine Appreciation 1 2 2
This course provides an introduction to information about wine from all the major wine producing regions. Emphasis is placed on the history of wine, production, characteristics, wine list development, laws, purchasing and storing requirements. Upon completion, students should be able to evaluate varietal wines and basic food pairings. (D)

CUL 230 Global Cuisines 1 8 5
Prerequisites: CUL 110, CUL 140
Corequisites: 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. (F)

CUL 230A Global Cuisines Lab 0 3 1
Prerequisites: CUL 110, CUL 140
Corequisites: 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. (F)

CUL 240 Culinary Skills II 1 8 5
Prerequisites: CUL 110, CUL 140
Corequisites: CUL 240A
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. (S)

CUL 240A Culinary Skills Lab II 0 3 1
Prerequisites: CUL 110, CUL 140
Corequisites: CUL 240
This course provides a laboratory experience for furthering students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on practical applications of meat identification/fabrication; butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; compound sauces; plate presentation; breakfast cookery; and food preparation. Upon completion, students should be able to demonstrate a basic proficiency in the preparation of entrees and
accompaniments. (S)

**CUL 250 Classical Cuisine**  
Prerequisites: CUL 110, CUL 140, CUL 240  
This course is designed to reinforce the classical culinary kitchen. Topics include the working Grand Brigade of the kitchen, signature dishes and classical banquets. Upon completion, students should be able to demonstrate competence in food preparation in a classical/upscale restaurant or banquet setting. (D)

**CUL 260 Baking II**  
Prerequisites: CUL 110, CUL 160  
Corequisites: CUL 260A  
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. (F)

**CUL 260A Baking II Lab**  
Prerequisites: CUL 110, CUL 160  
Corequisites: CUL 260  
This course provides a laboratory experience for enhancing student skills in classical desserts, laminated pastry dough, cake and torte decorating. Topics include practical experiences with classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to perform cake-decorating techniques, produce pastry showpieces, and prepare and plate assorted pastries. (F)

**CUL 270 Garde Manger II**  
Prerequisites: CUL 110, CUL 140, CUL 170  
Corequisites: CUL 270A  
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. (F)

**CUL 270A Garde Manger II Lab**  
Prerequisites: CUL 110, CUL 140, CUL 170  
Corequisites: CUL 270  
This course provides a laboratory experience for enhancing student skills in basic cold food preparation techniques and pantry production. Emphasis is placed on practical experiences with pâtés, terrines, galantines, decorative garnishing skills, carving, charcuterie, smoking, canapés, hors d’oeuvres, and related food items. Upon completion, students should be able to demonstrate proficiency in the design/technical applications of advanced garde manger work including classical cold buffets incorporating appropriate showpieces. (F)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CUL 275</td>
<td>Catering Cuisine</td>
<td>1</td>
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<td>Prerequisites: CUL 110, CUL 140, CUL 240</td>
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<td>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. (D)</td>
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<td>CUL 280</td>
<td>Pastry and Confections</td>
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<td>Prerequisites: CUL 110, CUL 140, CUL 160</td>
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<td>Corequisites: CUL 280A</td>
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<td>This course includes confections and candy, chocolate techniques, transfer sheets, pulled and blown sugar, pastillage, marzipan and custom silicon molding. Emphasis is placed on showpieces, pre-set molding, stencil cutouts, pattern tracing and/or free-hand shaping. Upon completion, students should be able to design and produce centerpieces and showpieces. (D)</td>
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<tr>
<td>CUL 280A</td>
<td>Pastry and Confections</td>
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<td>Prerequisites: CUL 110, CUL 140, CUL 160</td>
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<td>Corequisites: CUL 280</td>
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<td>This course provides a laboratory experience for enhancing student skills in confections/candy, chocolate techniques, transfer sheets, pulled/blown sugar, pastillage, marzipan and custom silicon molding. Emphasis is placed on practical experiences with showpieces, pre-set molding, stencil cutouts, pattern tracing and/or free-hand shaping. Upon completion, students should be able to demonstrate proficiency in the execution of plated desserts, dessert platters and showpieces. (D)</td>
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<td>CUL 283</td>
<td>Farm-to-Table</td>
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<td>Prerequisites: CUL 110, CUL 140</td>
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<td>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. (D)</td>
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**CVS: Cardiovascular Sonography**

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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Credits</th>
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<tr>
<td>CVS 160</td>
<td>CVS Clinical Education I</td>
<td>4</td>
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<td>Prerequisites: Enrollment in the Cardiovascular Sonography program</td>
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<td>Corequisites: CVS 163</td>
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<td>This course provides active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (F)</td>
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</table>
CVS 161   CVS Clinical Education II  0  24  8
Prerequisites: CVS 160
This course provides continued participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (S)

CVS 162   CVS Clinical Education III  0  15  5
Prerequisites: CVS 161
This course provides continued participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (SS)

CVS 163   Echo I  3  2  4
Prerequisites: Enrollment in the Cardiovascular Sonography program
This course covers cardiac anatomy and introduces cardiac scanning techniques. Topics include normal cardiac anatomy, Doppler physics, and 2-D and M-mode imaging. Upon completion, students should be able to perform 2-D and M-mode studies. (F)

CVS 164   Echo II  3  2  4
Prerequisites: CVS 163
This course is a continuation of CVS 163 with continued study of 2-D and M-mode imaging. Emphasis is placed on continuous wave, pulsed wave, color, and power Doppler imaging of normal and abnormal cardiac conditions. Upon completion, students should be able to perform and recognize normal and abnormal cardiac studies. (S)

CVS 260   CVS Clinical Education IV  0  24  8
Prerequisites: CVS 162
This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (F)

CVS 261   CVS Clinical Education V  0  24  8
Prerequisites: CVS 260
This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (S)

CVS 277   Cardiovascular Topics  2  0  2
Prerequisites: CVS 163
This course provides an overview of cardiovascular topics in preparation for certification examinations. Emphasis is placed on registry preparation. Upon completion, students should be able to sit for the registry examinations. (S)
DBA: Database Management Technology

DBA 110  Database Concepts  2  3  3
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. (S)

DBA 115  Database Applications  2  2  3
Prerequisites: DBA 110
This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements. (S)

DBA 120  Database Programming I  2  2  3
This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports. (F)

DFT: Drafting

DFT 111  Technical Drafting I  1  3  2
Corequisites: DFT 111A
This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices. (F)

DFT 111A  Technical Drafting I Lab  0  3  1
Corequisites: DFT 111
This course provides a laboratory setting to enhance basic drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 111. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 111. (F)

DFT 112  Technical Drafting II  1  3  2
Prerequisites: DFT 111
Corequisites: DFT 112A
This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings. (S)
DFT 112A Technical Drafting II Lab 0 3 1
Corequisites: DFT 112
This course provides a laboratory setting to enhance advance drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 112. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 112. (S)

DFT 151 CAD I 2 3 3
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing. (F/SS)

DFT 152 CAD II 2 3 3
Prerequisites: DFT 151
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. (S)

DFT 153 CAD III 2 3 3
This course introduces advanced CAD applications. Emphasis is placed upon advanced applications of CAD skills. Upon completion, students should be able to use advancedCAD applications to generate and manage data. (F)

DFT 154 Introduction to Solid Modeling 2 3 3
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. (D)

DMA: Developmental Mathematics

DMA 010 Operations with Integers 0.75 0.50 1
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. (F/S/SS)

DMA 020 Fractions and Decimals 0.75 0.50 1
Prerequisites: 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. (F/S/SS)
DMA 030  Proportion/Ratio/Rate/Percent  0.75  0.50  1  
Prerequisites: DMA 010, 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. (F/S/SS)

DMA 040  Express/Linear Equations/Inequalities  0.75  0.50  1  
Prerequisites: DMA 010, DMA 020, DMA 030  
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. (F/S/SS)

DMA 050  Graphs/Equations of Lines  0.75  0.50  1  
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040  
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. (F/S/SS)

DMA 060  Polynomial/Quadratic Applications  0.75  0.50  1  
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050  
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. (F/S/SS)

DMA 070  Rational Expressions/Equations  0.75  0.50  1  
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060  
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. (F/S/SS)

DMA 080  Radical Expressions/Equations  0.75  0.50  1  
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 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. (F/S/SS)

DRA: Drama/Theatre

DRA 111 Theatre Appreciation 3 0 3
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience’s appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)

DRE: Developmental Reading/English

DRE 096 Integrated Reading Writing I 2.50 1 3
Prerequisites: Proper Reading/English Placement
Corequisites: ACA 085
This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile® range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. (F/S)

DRE 097 Integrated Reading Writing II 2.50 1 3
Prerequisites: DRE 096
Corequisites: ACA 085
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. (F/S)

DRE 098 Integrated Reading Writing III 2.50 1 3
Prerequisites: DRE 097
Corequisites: ACA 085
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® 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. (F/S)
ECO: Economics

ECO 151 Survey of Economics 3 0 3
This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)

ECO 251 Principles of Microeconomics 3 0 3
This course introduces economic analysis of individuals, businesses, 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 is a Universal General Education Transfer Component (UGETC) course. (F/S/SS)

ECO 252 Principles of Macroeconomics 3 0 3
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 is a Universal General Education Transfer Component (UGETC) course. (F/S/SS)

EDU: Education

EDU 119 Introduction to Early Childhood Education 4 0 4
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. (F)

EDU 131 Child, Family, and Community 3 0 3
Corequisites: DRE 097
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community
agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. (F/S)

**EDU 144 Child Development I**
3 0 3
Corequisites: DRE 097
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. (F)

**EDU 145 Child Development II**
3 0 3
Corequisites: DRE 097
This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. (S)

**EDU 146 Child Guidance**
3 0 3
Corequisites: DRE 097
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self-control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. (F/S)

**EDU 151 Creative Activities**
3 0 3
Corequisites: DRE 097
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. (F)

**EDU 153 Health, Safety, and Nutrition**
3 0 3
Corequisites: DRE 097
This course covers promoting and maintaining the health and well-being of all children.
Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. (S)

EDU 184 Early Childhood Introduction Practicum 1 3 2
Prerequisites: EDU 119
Corequisites: DRE 097
This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits. (S)

EDU 216 Foundations of Education 4 0 4
Corequisites: DRE 098
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. (F)

EDU 221 Children with Exceptionalities 3 0 3
Prerequisites: EDU 144, EDU 145
Corequisites: DRE 098
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. (F)

EDU 234 Infants, Toddlers, and Twos 3 0 3
Prerequisites: EDU 119
Corequisites: DRE 098
This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families. (S)
EDU 235  School-Age Development and Program  
Corequisites: DRE 098
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children age's five to twelve and plan and implement developmentally-appropriate activities. (S)

EDU 251  Exploration Activities  
Prerequisites: DMA 010, DMA 020, DMA 030  
Corequisites: DRE 098
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children. (S)

EDU 259  Curriculum Planning  
Prerequisites: EDU 119  
Corequisites: DRE 098
This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments. (F)

EDU 261  Early Childhood Administration I  
Prerequisites: DMA 010, DMA 020, DMA 030  
Corequisites: DRE 098, EDU 119
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. (F)

EDU 262  Early Childhood Administration II  
Prerequisites: EDU 261  
Corequisites: DRE 098, EDU 119
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. (S)
EDU 271  Educational Technology  2  2  3
Corequisites: DRE 098
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. (F)

EDU 280  Language and Literacy Experiences  3  0  3
Corequisites: DRE 098
This course is designed to expand students’ understanding of children’s language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. (S)

EDU 284  Early Childhood Capstone Practicum  1  9  4
Prerequisites: EDU 119, EDU 144, EDU 145, EDU 146, EDU 151, EDU 153, EDU 184
Corequisites: DRE 098 EDU 280, EDU 251, EDU 259
This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. (S)

EGR: Engineering

EGR 250  Statics/Strength of Materials  4  3  5
Prerequisites: 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. (S)

EGR 285  Design Project  0  4  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. (D)
ELC: Electrical

ELC 112 DC/AC Electricity 3 6 5
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits. (D)

ELC 113 Residential Wiring 2 6 4
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; over current protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations. (F)

ELC 114 Commercial Wiring 2 6 4
Prerequisites: ELC 113
This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations. (S)

ELC 115 Industrial Wiring 2 6 4
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. (F)

ELC 117 Motors and Controls 2 6 4
Prerequisites: ELC 112 or ELC 131
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contractors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits. (SS)

ELC 118 National Electrical Code 1 2 2
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC. (F)

ELC 121 Electrical Estimating 1 2 2
This course covers the principles involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects. (S)
ELC 125  Diagrams and Schematics  1  2  2
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics. (F)

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

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

ELC 131A  Circuit Analysis I Lab  0  3  1
Corequisites: ELC 131
This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment. (F)

ELC 135  Electrical Machines  2  2  3
Prerequisites: ELC 112 or ELC 131
This course covers magnetic circuits, transformers, DC/AC generators, and a review of the three-phase circuit fundamentals including power factor. Topics include magnetic terms and calculations, transformer calculations based on primary or secondary equivalent circuits, and generator regulation and efficiency calculations. Upon completion, students should be able to perform regulation and efficiency calculations for DC/AC single- and three-phase transformer and generator circuits. (SS)

ELN: Electronics

ELN 131  Analog Electronics I  3  3  4
Corequisites: ELC 112 or 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. (S)
ELN 132  Analog Electronics II  3  3  4
Prerequisites: ELN 131 or BMT 113
This course covers additional applications of analog electronic circuits with an emphasis on analog and mixed signal integrated circuits (IC). Topics include amplification, filtering, oscillation, voltage regulation, and other analog circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog electronic circuits using appropriate techniques and test equipment. (F)

ELN 133  Digital Electronics  3  3  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. (S)

ELN 231  Industrial Controls  2  3  3
Prerequisites: ELC 112 or ELC 131
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. (SS)

ELN 232  Introduction to Microprocessors  3  3  4
Prerequisites: ELN 133
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. (F)

ELN 233  Microprocessor Systems  3  3  4
Prerequisites: ELN 232
This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment. (S)

ELN 237  Local Area Networks  2  3  3
Prerequisites: CIS 110 or CIS 111 or ELC 127
This course introduces the fundamentals of local area networks and their operation in business and computer environments. Topics include the characteristics of network topologies, system hardware (repeaters, bridges, routers, gateways), system configuration, and installation and administration of the LAN. Upon completion, students should be able to install, maintain, and manage a local area network. (S)
ELN 275 Troubleshooting
Corequisites: ELN 131
This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers’ specifications. (SS)

ENG: English

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. See “Admissions” for more information. Students should begin developmental course work at the appropriate level indicated by the college’s placement test.

ENG 102 Applied Communications II 3 0 3
Prerequisites: DRE 097
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course. (F)

ENG 111 Writing and Inquiry 3 0 3
Prerequisites: 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. The course also introduces students to the use of documentation. This is a Universal General Education Transfer Component (UGETC) course. (F/S/SS)

ENG 112 Writing Research in the Disciplines 3 0 3
Prerequisites: ENG 111 with at least a C
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 is a Universal General Education Transfer Component (UGETC) course. (S)

ENG 114 Professional Research and Reporting 3 0 3
Prerequisites: ENG 111 with at least a C
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 and ICAA as a general education course in English Composition. (F/S)

ENG 125 Creative Writing I 3 0 3
Prerequisites: ENG 111 with at least a C
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

ENG 231 American Literature I 3 0 3
Prerequisites: ENG 112, ENG 113, 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 is a Universal General Education Transfer Component (UGETC) course. (F)

ENG 232 American Literature II 3 0 3
Prerequisites: ENG 112, ENG 113, 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 is a Universal General Education Transfer Component (UGETC) course. (S)

ENG 241 British Literature I 3 0 3
Prerequisites: ENG 112, ENG 113, 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 and ICAA as a general education course in Humanities/Fine Arts. (F)

ENG 242 British Literature II 3 0 3
Prerequisites: ENG 112, ENG 113, 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 and ICAA as a general education course in Humanities/Fine Arts. (S)
ENG 261 World Literature I 3 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)

ENG 262 World Literature II 3 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)

ENG 273 African-American Literature 3 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

EPT: Emergency Preparedness

EPT 120 Sociology of Disaster 3 0 3
This course is designed to overview sociological disaster research, disaster systems, and alternative research approaches. Topics include human and organizational behaviors, long-term disaster impact on communities, disaster warning, and evacuation considerations. Upon completion, students should be able to assess and predict the impact of disaster-related human behavior. (SS)

EPT 124 Emergency Management Services Law & Ethics 3 0 3
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. (F)

EPT 130 Mitigation and Preparedness 3 0 3
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. (S)

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<tr>
<td>EPT 140</td>
<td>Emergency Management</td>
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<td>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. (F)</td>
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<td>EPT 150</td>
<td>Incident Management</td>
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<td>This course introduces the National Incident Management System (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. (F)</td>
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<td>EPT 210</td>
<td>Response and Recovery</td>
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<td>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. (S)</td>
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<td>EPT 220</td>
<td>Terrorism and Emergency Management</td>
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<td>This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident. (SS)</td>
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<td>EPT 225</td>
<td>Hazard Analysis/Risk Assess</td>
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<td>This course covers the probability and frequency of hazards, level of hazard exposure, and the effect or cost, both direct and indirect, of this exposure. Topics include identifying and characterizing hazards, evaluating hazard severity and frequency, estimating risks, and determining potential societal and economic effects. Upon completion, students should be able to identify the potential hazards and risks within a community. (F)</td>
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<td>EPT 230</td>
<td>Emergency Planning</td>
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<td>This course covers the rationale for and methods related to a comprehensive approach to emergency planning. Topics include the emergency planning process, command arrangement, coordination, budgetary issues, environmental contamination issues, and</td>
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public policy concerns. Upon completion, students should be able to develop an emergency plan for a community. (F)

EPT 260   Business Continuity 3 0 3
This course covers emergency preparedness techniques necessary to maintain business continuity. Topics include critical processes, planning, risk assessment, impact analysis, mitigation strategies, response, recovery and resumption activities. Upon completion, students should be able to demonstrate a working knowledge of the partnership between business and emergency response. (S)

EPT 275   Emergency OPS Center Management 3 0 3
This course provides students with the knowledge and skills to effectively manage and operate an EOC during crisis situations. Topics include properly locating and designing an EOC, staffing, training and briefing EOC personnel, and how to operate an EOC. Upon completion, students should be able to demonstrate how to set up and operate an effective emergency operations center. (S)

FIP: Fire Protection

FIP 120   Introduction to Fire Protection 3 0 3
This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field. (D)

FIP 136   Inspections and Codes 3 0 3
This course covers the fundamentals of fire and building codes and procedures to conduct an inspection referenced in NFPA standard 1730. Topics include review of fire and building codes, writing inspection reports, identifying hazards, plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and produce a written report. (D)

FIP 152   Fire Protection Law 3 0 3
This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection. (F)

FIP 164   OSHA Standards 3 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. (D)

FIP 176   HazMat: Operations 4 0 4
This course is designed to increase first responder awareness of the type, nature,
physiological effects of, and defensive techniques for mitigation of HazMat incidents. Topics include recognition, identification, regulations and standards, zoning, resource usage, defensive operations, and other related topics. Upon completion, students should be able to recognize and identify the presence of hazardous materials and use proper defensive techniques for incident mitigation. (D)

FIP 228 Local Government Finance 3 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. (SS)

FIP 230 Chemistry of Hazardous Material I 5 0 5
This course covers the evaluation of hazardous materials referenced in NFPA standard 1072. Topics include use of the periodic table, hydrocarbon derivatives, placards and labels, parameters of combustion, and spill and leak mitigation. Upon completion, students should be able to demonstrate knowledge of the chemical behavior of hazardous materials. (D)

FIP 240 Fire Service Supervision 3 0 3
This course covers supervisory skills and practices in the fire protection field. Topics include the supervisor’s job, supervision skills, the changing work environment, managing change, organizing for results, discipline and grievances, and safety. Upon completion, students should be able to demonstrate an understanding of the roles and responsibilities of the effective fire service supervisor, meeting elements of NFPA 1021. (D)

FIP 256 Municipal Public Relations 3 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 Officer I and II. (F)

FIP 276 Managing Fire Services 3 0 3
This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles. (D)

GEL: Geology

GEL 111 Geology 3 2 4
Prerequisites: DRE 097
This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and
coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. *This is a Universal General Education Transfer Component (UGETC) course.* (F)

GEL 113 Historical Geology 3 2 4
Prerequisites: GEL 111
This course covers the geological history of the earth and its life forms. Emphasis is placed on the study of rock strata, fossil groups, and geological time. Upon completion, students should be able to identify major fossil groups and associated rock strata and approximate ages of geological formations. *This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.* (S)

**GEO: Geography**

GEO 111 World Regional Geography 3 0 3
Prerequisites: DRE 098
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 and ICAA as a general education course in Social/Behavioral Sciences.* (D)

GEO 130 General Physical Geography 3 0 3
This course introduces both the basic physical components that help shape the earth and the study of minerals, rocks, and evolution of landforms. Emphasis is placed on the geographic grid, cartography, weather, climate, mineral composition, fluvial processes, and erosion and deposition. Upon completion, students should be able to identify these components and processes and explain how they interact. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)

**HEA: Health**

HEA 110 Personal Health/Wellness 3 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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (F)

HEA 112 First Aid and CPR 1 2 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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

HEA 120 Community Health 3 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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

HIS: History

HIS 111 World Civilizations I 3 0 3
Prerequisites: DRE 098
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 ends with the conclusion of the Thirty Years’ War in 1648. This is a Universal General Education Transfer Component (UGETC) course. (F/S)

HIS 112 World Civilizations II 3 0 3
Prerequisites: DRE 098
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 begins with the end of the Thirty Years’ War in 1648. This is a Universal General Education Transfer Component (UGETC) course. (F/S)

HIS 131 American History I 3 0 3
Prerequisites: DRE 098
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 is a Universal General Education Transfer Component (UGETC) course. (F)

HIS 132 American History II 3 0 3
Prerequisites: DRE 098
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 begins with the end of Reconstruction. This is a Universal General Education Transfer Component (UGETC) course. (S)
HIS 167 The Vietnam War 3 0 3
Prerequisites: DRE 098
This course covers the American political and military involvement in Vietnam from 1944 to 1975. Topics include the French colonial policy, Vietnamese nationalism, the war with France, American involvement, and resolution of the conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments that influenced the Vietnam War. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

HIS 211 Ancient History 3 0 3
Prerequisites: DRE 098
This course traces the development of the cultural, intellectual, and political foundations of western civilization. Topics include the civilizations of the Near East, the classical Greek and Hellenistic eras, the Roman world, Judaism, and Christianity. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the ancient world. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

HIS 221 African-American History 3 0 3
Prerequisites: DRE 098
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

HIS 226 The Civil War 3 0 3
Prerequisites: DRE 098
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. This course has been approved for transfer under the CAA/ICAA as a premajor and/or elective course requirement. (D)

HIS 275 History of Terrorism 3 0 3
Prerequisites: DRE 098
This course introduces the study of modern terrorism, from the French Revolutionary Era to the 21st century. Topics include definitions and types of terrorism, theories regarding its causes, examples of modern terrorism, counterterrorism, and terrorism's impact, consequences, and future. Upon completion, students should be able to analyze significant socioeconomic, psychological, ideological, religious, and political components of modern terrorism. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. (D)
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HOR 112</td>
<td>Landscape Design I</td>
<td>2 3 3</td>
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<td>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. (S)</td>
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<tr>
<td>HOR 114</td>
<td>Landscape Construction</td>
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<td>This course introduces the design and fabrication of landscape structures/features. Emphasis is placed on safety, tool identification and use, material selection, construction techniques, and fabrication. Upon completion, students should be able to design and construct common landscape structures/features. (S)</td>
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<tr>
<td>HOR 116</td>
<td>Landscape Management I</td>
<td>2 2 3</td>
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<td>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. (D)</td>
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<tr>
<td>HOR 118</td>
<td>Equipment Operation and Maintenance</td>
<td>1 3 2</td>
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<td>This course covers the proper operation and maintenance of selected equipment used in horticulture. Emphasis is placed on the maintenance, minor repairs, safety devices, and actual operation of selected equipment. Upon completion, students should be able to design a maintenance schedule, service equipment, and demonstrate safe operation of selected equipment. (D)</td>
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<tr>
<td>HOR 134</td>
<td>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. (S)</td>
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<tr>
<td>HOR 154</td>
<td>Introduction to Horticulture Therapy</td>
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<td>This course introduces the concept of horticulture therapy and how it can be applied to improve human well-being. Emphasis is placed on developing a horticulture therapy program, planning activities, and adjusting activities based on the age, disability, or need of the individual. Upon completion, students should be able to develop project ideas, write lesson plans, and lead informal classes using horticulture therapy techniques. (D)</td>
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<tr>
<td>HOR 160</td>
<td>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</td>
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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. (F)

**HOR 161 Plant Materials II**  
Prerequisites: HOR 160  
This course provides a supplementary opportunity to cover identification, culture, characteristics, and use of plants in a sustainable landscape, giving students a broader knowledge of available landscape plants for utilization in landscapes and plant production. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, landscape applications and expansion of the plant palette. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials, including natives and invasive plants. (S)

**HOR 162 Applied Plant Science**  
Prerequisites: DRE 096  
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture. (S)

**HOR 164 Horticultural Pest Management**  
Prerequisites: DRE 096  
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. (SS)

**HOR 166 Soils and Fertilizers**  
Prerequisites: DRE 096  
This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media. (D)

**HOR 168 Plant Propagation**  
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. (D)

**HOR 213 Landscape Design II**  
Prerequisites: HOR 112  
This course covers residential and commercial landscape design, cost analysis, and installation. Emphasis is placed on job cost estimates, installation of the landscape design, and maintenance techniques. Upon completion, students should be able to read
landscape design blueprints, develop cost estimates, and implement the design. (F)

HOR 225  Nursery Production  2  2  3
This course covers all aspects of nursery crop production. Emphasis is placed on field production and covers soils, nutrition, irrigation, pest control, and harvesting. Upon completion, students should be able to produce a marketable nursery crop. (D)

HOR 245  Horticultural Specialty Crops  2  2  3
This course introduces the techniques and requirements for the production of horticultural crops of special or local interest. Topics include development of a local market, proper varietal selection, cultural practices, site selection, and harvesting and marketing practices. Upon completion, students should be able to choose, grow, and market a horticultural crop of special or local interest. (D)

HOR 255  Interiorscapes  1  2  2
This course covers plant selection, design, and management for interior settings. Topics include tropical plant identification, cultural requirements, insect and disease identification and control, and design and management requirements for interior plants. Upon completion, students should be able to design, install, and manage plants in interior settings. (D)

HOR 257  Arboriculture Practices  1  3  2
Prerequisites: HOR 160 or LSG 111
This course covers the culture and maintenance of trees and shrubs. Topics include fertilization, pruning, approved climbing techniques, students should be able to properly prune trees and shrubs and perform arboricultural practices.

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

HOR 266  Micropropagation  3  0  3
Prerequisites: HOR 162, HOR 168
Corequisites: HOR 266A
This course provides an introduction to the science of micropropagation. Emphasis will be placed on the propagation of plant material in vitro. Upon completion, students should be able to demonstrate an understanding of the principles and practices of micropropagation. (D)

HOR 266A  Micropropagation Lab Techniques  2  4  4
Corequisites: HOR 266
This course provides hands-on experience in micropropagation. Emphasis will be placed on basic lab techniques and procedures, including lab safety, accurate measuring, sterile technique, and plant production methods. Upon completion, students should be able to utilize micropropagation to propagate a variety of plant species. (D)
### HRM: Hotel & Restaurant Management

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HRM 110</td>
<td>Introduction to Hospitality and Tourism</td>
<td>3 0 3</td>
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<td>This course covers the growth and progress of the hospitality industry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry. (F)</td>
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<tr>
<td>HRM 124</td>
<td>Guest Services Management</td>
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<td>This course is designed to provide an introduction to the culture of dining room service management. Emphasis is placed on the dignity and psychology of service work, dining room organization/infrastructure, service delivery, and modeling management roles in a dining room environment. Upon completion, students should be able to demonstrate an understanding of the guest/server dynamic and apply these principles in a dining room setting. (S)</td>
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<td>HRM 140</td>
<td>Legal Issues-Hospitality</td>
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<td>This course covers the rights and responsibilities that the law grants to or imposes upon the hospitality industry. Topics include federal and state regulations, historical and current practices, safety and security, risk management, loss prevention, relevant torts, and contracts. Upon completion, students should be able to demonstrate an understanding of the legal system and the concepts necessary to prevent or minimize organizational liability. (F)</td>
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<tr>
<td>HRM 210</td>
<td>Meetings and Event Planning</td>
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<td>This course introduces concepts related to the planning and operation of conventions, trade shows, professional meetings, and foodservice events. Emphasis is placed on methods of marketing, selling, organizing, and producing conventions, events, and trade shows that will increase financial and environmental value. Upon completion, students should be able to demonstrate an understanding of management principles for multi-function, multi-day conferences and events. (F)</td>
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<tr>
<td>HRM 220</td>
<td>Cost Control-Food and Beverage</td>
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<td>This course introduces controls and accounting procedures as applied to costs in the hospitality industry. Topics include reports, cost control, planning and forecasting, control systems, financial statements, operational efficiencies, labor controls and scheduling. Upon completion, students should be able to demonstrate an understanding of food, beverage, and labor cost control systems for operational troubleshooting and problem solving. (F)</td>
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<td>HRM 230</td>
<td>Club and Resort Management</td>
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<td>This course introduces specific principles of managing a hospitality operation in a resort or club setting. Topics include operational efficiencies, resort and club marketing, recreational and sport activity management, and retail management. Upon completion, students should be able to demonstrate an understanding of the specialized skills involved in resort and club management. (S)</td>
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HRM 235  Quality Management-Hospitality  
This course introduces the various schools of thought in achievement and implementation of quality standards for the hospitality industry. Emphasis is placed on developing and maintaining quality in the delivery of the tangible and intangible aspects of the service product. Upon completion, students should be able to demonstrate an understanding of quality service principles and apply them within a hospitality/service environment. (S)

HRM 240  Marketing for Hospitality  
This course covers planning, organizing, directing, and analyzing the results of marketing programs for the hospitality industry. Emphasis is placed on target marketing, marketing mix, analysis, product and image development, use of current media, sales planning, advertising, public relations, and collateral materials. Upon completion, students should be able to apply the marketing process as it relates to the hospitality industry. (S)

HRM 245  Human Resource Management-Hospitality  
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. (S)

HRM 280  Management Problems-Hospitality  
Prerequisites: HRM 110
This course is designed to introduce students to timely issues within the hospitality industry and is intended to move students into a managerial mindset. Emphasis is placed on problem-solving skills using currently available resources. Upon completion, students should be able to demonstrate knowledge of how hospitality management principles may be applied to real challenges facing industry managers. (S)

HUM: Humanities

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 and ICAA as a general education course in Humanities/Fine Arts. (D)

HUM 122  Southern Culture  
Prerequisites: DRE 097
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. Special emphasis will be
placed on applying these topics to the history, economic development, and culture of Southern Appalachia. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (F/S)

HUM 123 Appalachian Culture 3 0 3
This course provides an interdisciplinary study of the unique features of Appalachian culture. Topics include historical, political, sociological, psychological, and artistic features which distinguish this region. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of Appalachian culture. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

HUM 130 Myth in Human Culture 3 0 3
Prerequisites: RED 090 or RED 091 or DRE 097
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. The course also explores the ways in which myth, ritual, and individual psychological transformation work to shape personal identity in modern life. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)

HUM 150 American Women’s Studies 3 0 3
Prerequisites: DRE 097
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women’s roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)

HUM 160 Introduction to Film 2 2 3
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)

HUM 170 The Holocaust 3 0 3
This course provides a survey of the destruction of European Jewry by the Nazis during World War II. Topics include the anti-Semitic ideology, bureaucratic structures, and varying conditions of European occupation and domination under the Third Reich. Upon completion, students should be able to demonstrate an understanding of the historical, social, religious, political, and economic factors which cumulatively resulted in the Holocaust. This course has been approved for transfer under the CAA and ICAA
HUM 180  International Cultural Explorations  2  3  3
This course provides a framework for students to visit, examine, and analyze a country/region outside the United States to learn about the place and people. Emphasis is placed on the distinctive cultural characteristics of a country or region. Upon completion, students should be able to identify similarities/differences, analyze causes/effects, and clearly articulate the impact of one or more cultural elements. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*  (D)

HUM 230  Leadership Development  3  0  3
Prerequisites: ENG 111
This course explores the theories and techniques of leadership and group process. Emphasis is placed on leadership styles, theories of group dynamics, and the moral and ethical responsibilities of leadership. Upon completion, students should be able to identify and analyze a personal philosophy and style of leadership and integrate these concepts in various practical situations. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*  (D)

HUM 240  Math and the Arts  3  0  3
Prerequisites: ENG 111 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050
This course examines the historical development of the interrelationship between mathematics and various art disciplines. Topics include music, religion, literature, drawing, painting, architecture, photography, computer enhancement, holography, fractals, and tessellation. Upon completion, students should be able to explain, both orally and in writing, the interrelationship between mathematics and selected art forms.  (D)

**HYD: Hydraulics**

HYD 110  Hydraulics/Pneumatics I  2  3  3
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.  (SS)

**INT: International Business**

INT 110  International Business  3  0  3
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.  (F/S)
ISC: Industrial Science

ISC 112  Industrial Safety 2 0 2
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. (S)

ISC 131  Quality Management 3 0 3
This course provides a study and analysis of the aspects and implications of quality management that lead to customer satisfaction through continuous quality improvement. Topics include Total Quality Management, ISO 9000, organizing for quality, supplier/vendor relationships, and the role of leadership in quality management. Upon completion, students should be able to demonstrate an understanding of quality management concepts and techniques. (SS)

ISC 132  Manufacturing Quality Control 2 3 3
This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment. (S)

ISC 135  Principles of Industrial Management 3 0 3
This course covers the managerial principles and practices required for organizations to succeed in modern industry. Topics include the functions and roles of all levels of management, organization design, and planning and control of manufacturing operations. Upon completion, students should be able to demonstrate an understanding of management principles and integrate these principles into job situations. (F)

LEX: Legal Education

LEX 110  Introduction to Paralegal Study 2 0 2
This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals. (F)

LEX 120  Legal Research/Writing I 2 2 3
Prerequisites: DRE 098
This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course. (S)
LEX 130 Civil Injuries  
3 0 3  
Prerequisites: DRE 097  
This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses. (F)

LEX 140 Civil Litigation I  
3 0 3  
This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in the preparation of pleadings and motions. (S)

LEX 150 Commercial Law  
2 2 3  
Prerequisites: DRE 097  
This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper. (F)

LEX 160 Criminal Law and Procedure  
2 2 3  
This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case. (F)

LEX 210 Real Property I  
3 0 3  
Prerequisites: DRE 097  
This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property. (F)

LEX 211 Real Property II  
1 4 3  
Prerequisites: LEX 210  
This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation. (S)
LEX 240  Family Law 3 0 3
Prerequisites: DRE 097
This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law. (S)

LEX 250  Wills, Estates, and Trusts 2 2 3
Prerequisites: DRE 097
This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts. (S)

LEX 270  Law Office Management/Technology 1 2 2
This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel. (D)

LEX 280  Ethics and Professionalism 2 0 2
This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law. (D)

LOG: Logistics

LOG 110  Introduction to Logistics 3 0 3
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. (F/S)

LOG 120  Global Logistics 3 0 3
Prerequisites: LOG 110
This course examines logistics operations, processes, and modes of transportation in an interdependent world economy. Emphasis is placed on freight forwarding operations, analyzing and selecting transportation modes, and processing of import/export documentation. Upon completion, students should be able to arrange and coordinate the transportation of products globally. This course is a unique concentration requirement of
the Logistics Management concentration in the Business Administration program. (S)

LOG 210 Fleet Management 3 0 3  
Prerequisites: LOG 110  
This course covers the management of transportation, fleet operations, and safety. Emphasis is placed on DOT safety regulations in the hiring, training, and supervision of drivers in transportation. Upon completion, students should be able to write a safety program for drivers involved in interstate commerce following D.O.T. regulations. (S)

LOG 220 Logistics Management 3 0 3  
Prerequisites: LOG 110  
This course covers the management of the movement and storage of goods and analysis of total costs involved. Emphasis is placed on the monitoring of inventory using automated systems, managing the storage function, warehousing, and distribution. Upon completion, students should be able to describe warehousing and facility layouts, identify material handling methods, and apply inventory control procedures. This course is a unique concentration requirement of the Logistics Management concentration in the Business Administration program. (F)

LOG 230 Transportation Management 3 0 3  
Prerequisites: LOG 110  
This course covers the function of shippers and carriers in the transportation industry. Emphasis is placed on negotiating price and service requirements in the movement of goods, identifying areas of carrier liability, and the methods for processing claims. Upon completion, students should be able to compare common carriers and company operated transportation for service and cost, interpret pricing structures, and determine carrier liability. This course is a unique concentration requirement of the Logistics Management concentration in the Business Administration program. (F)

LSG: Landscape Gardening

LSG 111 Basic Landscape Technique 2 0 2  
This course introduces basic principles essential to sustainable landscape gardening. Topics include soils, propagation, watering, fertilizing, pruning, pest control, and planting. Upon completion, students should be able to perform basic sustainable gardening techniques essential to maintaining a sustainable landscape (F)

LSG 121 Fall Gardening Lab 0 6 2  
This course provides basic hands-on experience in fall gardening techniques. Emphasis is placed on pruning, irrigation, planting, fertilizing, pest control, equipment operation, and turf maintenance. Upon completion, students should be able to perform various techniques essential to maintaining the fall landscape. (F)

LSG 122 Spring Gardening Lab 0 6 2  
This course provides familiarization with basic gardening techniques by performing practical hands-on exercises required for the spring season. Emphasis is placed on pruning, irrigation, planting, fertilizing, pest control, equipment operation, turf maintenance, and landscape construction. Upon completion, students should be able to satisfactorily perform
various practices essential to maintaining the landscape in the spring season. (S)

**LSG 123 Summer Gardening Lab**  
0 6 2

This course provides basic hands-on experience in summer gardening techniques. Emphasis is placed on pruning, irrigation, planting, fertilizing, pest control, equipment operation, turf maintenance, landscape construction, and maintaining fruits and vegetables. Upon completion, students should be able to perform various techniques essential to maintaining the summer landscape. (SS)

**LSG 231 Landscape Supervision**  
2 6 4

Prerequisites: LSG 123, HOR 161

This course provides experience in planning, implementing, and supervising various landscape management projects. Emphasis is placed on supervisory skills, organizing, and scheduling. Upon completion, students should be able to supervise employees in various landscape management jobs. (S)

**LSG 232 Garden Management**  
1 2 2

Prerequisites: LSG 123, HOR 161

This course covers the implementation of knowledge gained in previous landscape gardening courses. Emphasis is placed on scheduling, designing, renovation, and plant management. Upon completion, students should be able to collate the material learned in the Landscape Gardening curriculum and apply it to various landscape gardening situations. (F)

**MAT: Mathematics**

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. See “Admissions” for more information. Students should begin developmental course work at the appropriate level indicated by that college’s placement test.

**MAT 110 Math Measurement and Literacy**  
2 2 3

Prerequisites: 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. (F/S/SS)

**MAT 121 Algebra/Trigonometry I**  
2 2 3

Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, 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. (F)

MAT 143  Quantitative Literacy  
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA050 and DRE 098
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, and 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 is a Universal General
Education Transfer Component (UGETC) course. (F/S/SS)

MAT 152  Statistical Methods I  
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA050 and DRE 098
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 is a Universal General Education Transfer
Component (UGETC) course. (F/S/SS)

MAT 171  Precalculus Algebra  
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060,
DMA 070 and DMA 080 or 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 is a Universal
General Education Transfer Component (UGETC) course. (F/S/SS)

MAT 172  Precalculus Trigonometry  
Prerequisites: 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 is a Universal General Education Transfer
Component (UGETC) course. (F/S)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MAT 252</td>
<td>Statistical Methods II</td>
<td>3</td>
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<td>Prerequisites: Take One Set:</td>
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<td></td>
<td>Set 1: MAT152 and MAT 121</td>
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<td>Set 2: MAT 152 and MAT 171</td>
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<td>This course is designed to provide a technology-based treatment of multiple sample inferential statistics. Emphasis is placed on two sample hypothesis tests and confidence intervals, linear and multiple regression, analysis of variance, experimental design, and non-parametric techniques. Upon completion, students should be able to draw statistical inferences and communicate results on multiple sample data taken from business and health, social, natural, and applied sciences. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)</td>
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<tr>
<td>MAT 263</td>
<td>Brief Calculus</td>
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<td>2</td>
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<td>Prerequisites: MAT 171</td>
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<td>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 is a Universal General Education Transfer Component (UGETC) course. (S)</td>
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<tr>
<td>MAT 271</td>
<td>Calculus I</td>
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<td>Prerequisites: MAT 172</td>
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<td>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 is a Universal General Education Transfer Component (UGETC) course. (F/S)</td>
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<tr>
<td>MAT 272</td>
<td>Calculus II</td>
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<td>Prerequisites: MAT 271</td>
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<td>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 and ICAA as a general education course in Mathematics. (S/D)</td>
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<tr>
<td>MAT 273</td>
<td>Calculus III</td>
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<td>Prerequisites: MAT 272</td>
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<td>This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical</td>
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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 and ICAA as a general education course in Mathematics.* (D)

MAT 280 Linear Algebra 2 2 3
Prerequisites: 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 and ICAA as a premajor and/or elective course requirement.* (D)

MAT 285 Differential Equations 2 2 3
Prerequisites: MAT 272
This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (D)

**MEC: Mechanical**

MEC 111 Machine Processes I 1 4 3
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances. (F)

MEC 145 Mfg Materials I 2 3 3
This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations. (S)

MEC 172 Introduction to Metallurgy 2 2 3
This course covers the production, properties, testing, classification, microstructure, and heat-treating effects of ferrous and non-ferrous metals. Topics include the iron-carbon phase diagram, ITT diagram, ANSI code, quenching, senescing, and other processes
concerning metallurgical transformations. Upon completion, students should be able to understand the iron-carbon phase diagram, ITT diagram, microstructure images, and other phenomena concerning the behavior of metals. (S)

MEC 231 Computer Aided Manufacturing I 1 4 3
This course introduces computer-aided design/ manufacturing (CAD/CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD/CAM applications. (SS)

MED: Medical Assisting

MED 110 Orientation to Med Assist 1 0 1
Prerequisites: Entry into the Program
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. (F)

MED 118 Medical Law and Ethics 2 0 2
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. (F)

MED 121 Medical Terminology I 3 0 3
Prerequisites: DRE 097
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. (F)

MED 122 Medical Terminology II 3 0 3
Prerequisites: 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. (S)

MED 130 Administrative Office Procedures I 1 2 2
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
MED 131 Administrative Office Procedures II 1 2 2
Prerequisites: 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. (S)

MED 140 Exam Room Procedures I 3 4 5
Prerequisites: MED 110
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. (F)

MED 150 Laboratory Procedures I 3 4 5
Prerequisites: MED 110
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. (F)

MED 232 Medical Insurance Coding 1 3 2
Prerequisites: OST 148
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. (S)

MED 240 Exam Room Procedures II 3 4 5
Prerequisites: MED 140
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. (S)

MED 260 MED Clinical Practicum 0 15 5
Prerequisites: MED 110
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. (S)

MED 262 Clinical Perspectives 1 0 1
Prerequisites: MED 110
This course is designed to explore personal and occupational responsibilities of the
practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility. (S)

MED 264 Medical Assisting Overview 2 0 2
Prerequisites: MED 110
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. (S)

MED 272 Drug Therapy 3 0 3
Prerequisites: MED 110
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. (S)

MKT: Marketing and Retailing

MKT 120 Principles of Marketing 3 0 3
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. (F/S)

MKT 220 Advertising and Sales Promotion 3 0 3
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. (D)

MKT 223 Customer Service 3 0 3
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations. (F/S/SS)

MUS: Music

MUS 110 Music Appreciation 3 0 3
This course is a basic survey of the music of the Western world. Emphasis is placed on
the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This is a Universal General Education Transfer Component (UGETC) course. (F/S)

MUS 111 Fundamentals of Music 3 0 3
This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

MUS 112 Introduction to Jazz 3 0 3
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 is a Universal General Education Transfer Component (UGETC) course. (D)

MUS 113 American Music 3 0 3
This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (F/S)

MUS 114 Non-Western Music 3 0 3
This course provides a basic survey of the music of the non-Western world. Emphasis is placed on non-traditional instruments, sources, and performing practices. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of non-Western music. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (S)

MUS 121 Music Theory I 3 2 4
Prerequisites: Permission of the instructor. This course provides an in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis, introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. Students must have permission of music director before registering. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

MUS 122 Music Theory II 3 2 4
Prerequisites: MUS 121
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. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (S)*

**MUS 131  Chorus I**  
0 2 1  
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. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)*

**MUS 132  Chorus II**  
Prerequisites: MUS 131  
0 2 1  
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. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)*

**MUS 133  Band I**  
0 2 1  
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. Student must provide instrument. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)*

**MUS 134  Band II**  
Prerequisites: MUS 133  
0 2 1  
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. Student must provide instrument. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)*

**MUS 135  Jazz Ensemble I**  
0 2 1  
This course provides an opportunity for those who play an appropriate instrument to gain experience playing in a jazz ensemble. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles of jazz 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 and ICAA as a premajor and/or elective course requirement. (D)*
under the CAA and ICAA as a premajor and/or elective course requirement. (D)

**MUS 136 Jazz Ensemble II** 0 2 1
Prerequisites: MUS 135
This course is a continuation of MUS 135. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles and periods of jazz 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 and ICAA as a premajor and/or elective course requirement.* (D)

**MUS 141 Ensemble I** 0 2 1
This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. Student must provide instrument. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (D)

**MUS 142 Ensemble II** 0 2 1
Prerequisites: MUS 141
This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (D)

**MUS 151G Class Music I: Guitar** 0 2 1
This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Students must provide instruments. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (F/S)

**MUS 151P Class Music I: Piano** 0 2 1
This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (F/S)

**MUS 151V Class Music I: Voice** 0 2 1
This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon
completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. **This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)**

**MUS 152G  Class Music II: Guitar 0 2 1**  
**Prerequisites:** MUS 151G  
This course is a continuation of MUS 151G. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Students must provide instrument. **This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)**

**MUS 152P  Class Music II: Piano 0 2 1**  
**Prerequisites:** MUS 151P  
This course is a continuation of MUS 151P. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. **This course has been approved to satisfy the CAA and ICAA for transferability as a pre-major and/or elective course requirement. (F/S)**

**MUS 152V  Class Music II: Voice 0 2 1**  
**Prerequisites:** MUS 151V  
This course is a continuation of MUS 151V. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. **This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)**

**MUS 161  Applied Music I 1 2 2**  
**Prerequisites:** Permission of the instructor  
This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees and instructor permission are required. **This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D) **Note: The areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G), strings (S), organ (O), and percussion (D) (F/S).**

**MUS 162  Applied Music II 1 2 2**  
**Prerequisites:** MUS 161  
This course is a continuation of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees are required. **This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. **Note: The areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G),
percussion (D), strings (S), and organ (O). (F/S)

MUS 170  Business of Music  3 0 3
This course introduces the basic elements of the music business. Topics include copyright law, musical arrangements and abridgements, recording and songwriting contracts, agents and managers, performing rights organizations, and the musician's union. Upon completion, students should be able to demonstrate an understanding of the basic elements of the music business. *This course is not part of the CAA; Course is accepted at Appalachian State University as MUS 1420 (Intro. Music Industry Studies) Students are advised accordingly.* (S)

MUS 210  History of Rock Music  3 0 3
This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved for transfer under the CAA/ICAA as a general education course in Humanities/Fine Arts.* (D)

MUS 211  History of Country Music  3 0 3
This course introduces the varied origins of country music and the commercialization of this art form. Emphasis is placed on historical, sociocultural, and stylistic factors related to country music and musicians. Upon completion, students should be able to identify specific styles and explain the influence of pop culture on the development of country music. *This course has been approved for transfer under the CAA/ICAA as a general education course in Humanities/Fine Arts.* (D)

MUS 217  Elementary Conducting  1 2 2
Prerequisites: 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 and ICAA as a premajor and/or elective course requirement.* (D)

MUS 221  Music Theory III  3 2 4
Prerequisites: MUS 122
This course is a continuation of MUS 122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.* (D)

MUS 222  Music Theory IV  3 2 4
Prerequisites: MUS 221
This course is a continuation of studies begun in MUS 221. Emphasis is placed on continued study of common practice era compositional techniques and forms, 20th
century practices, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. \textit{This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.} (D)

MUS 231 Chorus III 0 2 1
Prerequisites: 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. \textit{This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.} (F/S)

MUS 232 Chorus IV 0 2 1
Prerequisites: 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. \textit{This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.} (F/S)

MUS 233 Band III 0 2 1
Prerequisites: 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. Students must provide instrument. \textit{This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.} (D)

MUS 234 Band IV 0 2 1
Prerequisites: 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. Students must provide instrument. \textit{This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.} (D)

MUS 235 Jazz Ensemble III 0 2 1
Prerequisites: MUS 136
This course is a continuation of MUS 136. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles and periods of jazz literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. Student must provide instrument. \textit{This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.} (D)
MUS 236 Jazz Ensemble IV 0 2 1
Prerequisites: MUS 235
This course is a continuation of MUS 235. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles and periods of jazz literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. Student must provide instrument. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

MUS 241 Ensemble III 0 2 1
Prerequisites: MUS 142
This course is a continuation of MUS 142. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. Students must provide instrument. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

MUS 242 Ensemble IV 0 2 1
Prerequisites: MUS 241
This course is a continuation of MUS 241. Emphasis is placed on the development of performance skills and the study of styles of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. Students must provide instrument. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

MUS 251P Class Music III: Piano 0 2 1
Prerequisites: MUS 152P
This course is a continuation of MUS 152P. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Note: The following courses are available: piano, guitar and voice. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

MUS 252P Class Music IV: Piano 0 2 1
Prerequisites: MUS 251P
This course is a continuation of MUS 251P. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Note: The following courses are available: piano, guitar and voice. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

MUS 261 Applied Music III 1 2 2
Prerequisites: MUS 162
This course is a continuation of MUS 162. Emphasis is placed on techniques and styles
and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees are required. Note: The areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G), percussion (D), strings (S), and organ (O). This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

**MUS 262 Applied Music IV**

Prerequisites: MUS 261

This course is a continuation of MUS 261. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees are required. Note: areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G), percussion (D), strings (S), and organ (O). This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

**NAS: Nursing Assistant**

**NAS 101 Nurse Aide I**

3 7 6

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry. (F)

**NAS 102 Nurse Aide II**

Prerequisites: NAS 101

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

**NET: Networking Technology**

**NET 110 Networking Concepts**

2 2 3

This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subtyping, and TCP/IP Protocols. (D)

**NET 113 Home Automation Systems**

2 2 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. (SS)

NET 125 Networking Basics
This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, sub-netting, and TCP/IP Protocols. (F/SS)

NET 126 Routing Basics
Prerequisites: NET 125
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs. (S/SS)

NET 175 Wireless Technology
Prerequisites: NET 110 or NET 125
This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications. (F/S)

NET 225 Routing and Switching I
Prerequisites: NET 126
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. (F)

NET 226 Routing and Switching II
Prerequisites: NET 225
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, 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. (S)

NET 240 Network Design 3 0 3
Prerequisites: NET 110 or NET 125
This course covers the principles of the design of LANs and WANs. Topics include network architecture, transmission systems, traffic management, bandwidth requirements, Internet working devices, redundancy, and broad-band versus base-band systems. Upon completion, students should be able to design a network to meet specified business and technical requirements. (S)

NET 289 Networking Project 1 4 3
Corequisites: NET 226
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. (S)

NMT: Nuclear Medicine

NMT 110 Introduction to Nuclear Medicine 2 0 2
Prerequisites: Accepted or Alternate in the Nuclear Medicine Program
Corequisites: NMT 110A
This course provides a comprehensive introduction to the field of nuclear medicine. Topics include overview of school, program, and profession; medical terminology and ethics; medical legal issues; general patient care and radiation safety practices; and departmental organization. Upon completion, students should be able to utilize various learning resources and demonstrate understanding of radiation safety standards and ethical, professional conduct. (F/D)

NMT 110A Introduction to Nuclear Medicine Lab 0 3 1
Prerequisites: Accepted or Alternate in the Nuclear Medicine Program
Corequisites: NMT 110
This course is a laboratory to accompany NMT 110. Emphasis is placed on laboratory experiences that enhance material presented in NMT 110. Upon completion, students should be able to apply the laboratory experiences to the material presented in NMT 110. (F)

NMT 126 Nuclear Physics 2 0 2
Prerequisites: NMT 110
This course introduces the fundamental principles of the physics that underlie nuclear medicine. Topics include atomic structure, electromagnetic and particulate radiation, decay schemes, production of radionuclides with emphasis on radionuclide generators, and decay calculations. Upon completion, students should be able to demonstrate an understanding of the physical concepts covered in the course. (S)

NMT 132 Overview-Clinical Nuclear Medicine 2 6 4
Prerequisites: NMT 110
This course is designed to familiarize students with the clinical practice of nuclear medicine. Emphasis is placed on the routine clinical procedures, radiopharmaceuticals and dosage, equipment manipulation, and basic patient care. Upon completion, students should be able to demonstrate integration of the principles covered in the classroom with the clinical experience. (SS)

NMT 134 Nuclear Pharmacy 2 0 2
Prerequisites: NMT 110
This course covers the formulation and application of radiopharmaceuticals. Topics include the preparation, handling, disposition, and quality control of clinically useful radiopharmaceuticals. Upon completion, students should be able to discuss the appropriate use and disposition of radiopharmaceuticals currently used in clinical nuclear medicine. (SS)

NMT 211 NMT Clinical Practice I 0 21 7
Prerequisites: NMT 132
This course is one of two courses designed to provide clinical practice in nuclear medicine. Topics include radiation protection, radiopharmaceutical use, patient care, imaging procedures, non-imaging procedures, administrative procedures, and the therapeutic use of radionuclide. Upon completion, students should be able to demonstrate performance of the procedures covered in the course. (F)

NMT 212 Procedures for Nuclear Medicine I 2 0 2
Corequisites: NMT 132
This course begins the in-depth study of clinical procedures performed by nuclear medicine technologists. Emphasis is placed on dose administration, use of instrumentation, computer applications, and normal and abnormal presentation. Upon completion, students should be able to demonstrate an understanding of the principles related to the procedures presented in the course. (F)

NMT 214 Radiobiology 2 0 2
Prerequisites: NMT 132
This course covers the principles of radiation biology. Emphasis is placed on a system’s sensitivity to radiation, radiation pathology, and the biological effects of radiation. Upon completion, students should be able to demonstrate an understanding of the effects of radiation in nuclear medicine. (F)

NMT 215 Non-Imaging Instruments 1 3 2
Prerequisites: NMT 132
This course covers the proper operation of various types of non-imaging equipment used in nuclear medicine. Emphasis is placed on principles of radiation detection, quality control procedures, various counting problems, and machine-specific operating procedures. Upon completion, students should be able to demonstrate the proper use of the devices discussed in the course. (F)

NMT 218 Computers in Nuclear Medicine 2 0 2
Prerequisites: NMT 132
This course provides a general introduction to the operation of computers and the application of computers to the field of nuclear medicine. Topics include number systems, major system components, input/output devices, and acquisition and processing of nuclear medicine images. Upon completion, students should be able to demonstrate an understanding of the concepts presented. (F)

NMT 221  NMT Clinical Practice II 0 21 7
Prerequisites: NMT 132
This course is one of two courses designed to provide clinical practice in nuclear medicine. Topics include radiation protection, radiopharmaceutical use, patient care, imaging procedures, non-imaging procedures, administrative procedures, and the therapeutic use of radionuclides. Upon completion, students should be able to demonstrate performance of the procedures covered in this course. (S)

NMT 222  Procedures for Nuclear Medicine II 2 0 2
Prerequisites: NMT 132
This course concludes the in-depth study of clinical procedures performed in nuclear medicine. Topics include method of dose administration, data acquisition parameters, computer use, and data patterns consistent with normal and described pathological states. Upon completion, students should be able to demonstrate an understanding of the principles related to the procedures discussed in the course. (S)

NMT 225  Imaging Instrumentation 1 3 2
Prerequisites: NMT 132
This course covers the operations of various imaging equipment used in nuclear medicine. Emphasis is placed on planar and SPECT gamma cameras. Upon completion, students should be able to safely operate and evaluate performance characteristics of the equipment discussed in the course. (S)

NMT 289  Nuclear Medicine Technology Topics 2 3 3
Prerequisites: NMT 211
Corequisites: NMT 222
This course covers professional practice in nuclear medicine. Emphasis is placed on the procedures vital to a clinical nuclear medicine staff technologist. Upon completion, students should be able to demonstrate a comprehensive knowledge of nuclear medicine and be prepared for the comprehensive examination. (S)

NOS: Networking Operating Systems

NOS 110  Operating System Concepts 2 3 3
Prerequisites: CIS 110
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems. (S/SS)
NOS 120 Linux/UNIX Single User 2 2 3
Prerequisites: NOS 110 or CTI 130
This course develops the necessary skills for students to develop both GUI and command
line skills for using and customizing a Linux workstation. Topics include Linux file
system and access permissions, GNOME Interface, VI editor, X Window System
expression pattern matching, I/O redirection, network and printing utilities. Upon
completion, students should be able to customize and use Linux systems for command
line requirements and desktop productivity roles. (F)

NOS 130 Windows Single User 2 2 3
Prerequisites: NOS 110 or CTI 130
This course introduces operating system concepts for single-user systems. Topics include
hardware management, file and memory management, system configuration/
optimization, and utilities. Upon completion, students should be able to perform
operating systems functions at the support level in a single-user environment. (F)

NOS 220 Linux/UNIX Administration I 2 2 3
Prerequisites: NOS 120
This course introduces the Linux file system, group administration, and system hardware
controls. Topics include installation, creation and maintaining file systems, NIS client and
DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic
memory, processes, and security. Upon completion, students should be able to perform
system administration tasks including installation, configuring and attaching a new
Linux workstation to an existing network. (S)

NOS 230 Windows Administration I 2 2 3
Prerequisites: NOS 130
This course covers the installation and configuration of a Windows Server operating
system. Emphasis is placed on the basic configuration of core network services, Active
Directory and group policies. Upon completion, students should be able to install and
configure a Windows Server operating system. (S)

NUR: Nursing

NUR 111 Introduction to Health Concepts 4 12 8
Prerequisites: Enrollment in Associate Degree Nursing Program
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. (F)

NUR 112 Health-Illness Concepts 3 6 5
Prerequisites: NUR 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. (S)

NUR 113 Family Health Concepts 3 6 5
Prerequisites: NUR 111, NUR 112, NUR 211
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. (SS)

NUR 114 Holistic Health Concepts 3 6 5
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 211
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. (F)

NUR 211 Health Care Concepts 3 6 5
Prerequisites: NUR 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. (S)

NUR 212 Health System Concepts 3 6 5
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 211
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. (F)

NUR 213 Complex Health Concepts 4 18 10
Prerequisites: NUR 111
Corequisites: NUR 112, NUR 113, NUR 114, NUR 211, NUR 212
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-
wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care. (S)

**OPH: Ophthalmic Medical Assistant**

**OPH 103**  
*Introduction to Diseases of Eye*  
2 0 2  
Prerequisites: OPH 150, OPH 151  
This course introduces the fundamentals of common external and internal diseases of the eye and orbital region. Topics include common patient complaints, what constitutes an ocular emergency, triage procedure and common conditions and disorders. Upon completion, the student should be able to identify most common ocular diseases and determine appropriate emergency management of acute ocular problems. (S)

**OPH 104**  
*Basic Ophthalmic Pharmacology*  
2 0 2  
Prerequisites: OPH 150, OPH 151  
This course introduces and compares drug delivery systems. Topics include topical and oral medications, use and abuse of drugs, irrigating solutions, and format for prescription writing. Upon completion, the students should be able to administer and record topical and oral medications at the physician’s direction. (S)

**OPH 105**  
*Ophthalmic Clinical Procedures I*  
1 2 2  
Prerequisites: OPH 150, OPH 151  
This course introduces basic clinical procedures for the ophthalmic practice. Topics include telephone triage and basic procedures commonly used in the preliminary examination of patients. Upon completion, the student should be able to perform basic administrative tasks, assist with minor office surgery, and perform procedures commonly used in patient examinations. (F)

**OPH 106**  
*Ophthalmic Medical Assistant Practicum I*  
0 21 7  
Prerequisites: OPH 150, OPH 151  
This course introduces ophthalmic patient-care procedures. Topics include interpersonal skills with patients, work and legal ethics, confidentiality, clinical appearance, and performance. Upon completion, the student will be able to determine equipment and instruments associated with patient examination, observation of examination techniques, assigned examination lanes to maintain, basic procedures for information gathering in an examination. (S)

**OPH 107**  
*Ophthalmic Clinical Procedures II*  
1 2 2  
Prerequisites: OPH 105, OPH 150, OPH 151  
This course introduces more advanced clinical procedures for the ophthalmic practice. Topics include coding and testing associated with the treatment of glaucoma, cataracts and refractive errors. Upon completion, the student should understand coding for ophthalmic procedures and perform automated perimetry, a scan biometry, keratometry and pachymetry. (S)
OPH 108 Ophthalmic Patient Care 2 0 2
Prerequisites: OPH 150, OPH 151
This course is an overview of the care of the ophthalmic patient. Topics include systemic diseases in the eye, review of first aid, emergency equipment and supplies, infection control, identification and sterilization of minor surgical equipment, and aseptic technique. Upon completion, the student should be able to apply these principles in interactions with patients. (S)

OPH 109 Ophthalmic Optics and Basic Refractometry 2 0 2
Prerequisites: OPH 150, OPH 151
This course introduces basic theoretical and clinical optics. Topics include interaction of light and lenses, refractive states of the eye, and principles of retinoscopy and refractometry. Upon completion, the student will be able to demonstrate physical and geometric optics, and basic refractometry techniques. (F)

OPH 110 Practicum II 0 21 7
Prerequisites: OPH 106, OPH 150, OPH 151
This course provides additional clinical experience in ophthalmic patient care procedures. Topics include interpersonal skills with patients, work and legal ethics, confidentiality, appearance, and performance. Upon completion, the student will be able to demonstrate basic skills in patient care and examination techniques. Actual patient examination by student is performed under supervision. (SS)

OPH 150 Introduction to Ophthalmic Medical Assistant 2 0 2
Prerequisites: Entry into program
Corequisites: OPH 151
This course introduces the role, scope, and duties of the ophthalmic assistant. Topics include medical ethics, duties of assistant, medical history, basic medical terminology and an overview of human anatomy and physiology. Upon completion, students should demonstrate knowledge of medical history-taking, preliminary patient examination, basic ophthalmic equipment, and office efficiency. (F)

OPH 151 Ocular Anatomy and Physiology 2 0 2
Prerequisites: Entry into program
Corequisites: OPH 150
This course studies the normal anatomy and physiology of eye and orbit. Topics include structures of the eye, functioning process of the eye and correct medical terminology of the structures and functions of the eye. Upon completion, the student should be able to demonstrate a basic understanding and fundamental principles of anatomy and physiology of the eye. (F)

OST: Office Administration

OST 130 Comprehensive Keyboarding 2 2 3
This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business
documents. Upon completion, students should be able to create documents in an ever-changing workplace. (F)

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>OST 134</td>
<td>Text Entry and Formatting</td>
<td>2</td>
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<td>Prerequisites: OST 130 or keyboarding proficiency</td>
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<td>This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents and key timed writings at speeds commensurate with employability. (S)</td>
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<td>OST 136</td>
<td>Word Processing</td>
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<td>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. (F/S)</td>
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<td>OST 148</td>
<td>Medical Coding Billing and Insurance</td>
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<td>Prerequisites: DRE 097</td>
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<td>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. (F)</td>
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<td>OST 149</td>
<td>Medical Legal Issues</td>
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<td>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. (F)</td>
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<td>OST 164</td>
<td>Text Editing Applications</td>
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<td>Prerequisites: DRE 097</td>
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<td>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. (S)</td>
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<td>OST 184</td>
<td>Records Management</td>
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<td>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. (SS)</td>
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<td>OST 236</td>
<td>Advanced Word/Information Processing</td>
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<td>Prerequisites: OST 136</td>
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<td>This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon</td>
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completion, students should be able to produce a variety of complex business documents. (S)

**OST 243**  Medical Office Simulation  
2  2  3  
Prerequisites: 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. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program. (S)

**OST 286**  Professional Development  
3  0  3  
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society. (D)

**OST 289**  Administrative Office Management  
2  2  3  
Prerequisites: 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 modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment. (S/SS)

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**PED: Physical Education**

**PED 110**  Fit and Well for Life  
1  2  2  
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

**PED 111**  Physical Fitness I  
0  3  1  
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)
PED 112   Physical Fitness II  0  3  1
Prerequisites: PED 111
This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 113   Aerobics I  0  3  1
This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 114   Aerobics II  0  3  1
Prerequisites: PED 113
This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 115   Step Aerobics I  0  3  1
This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 116   Step Aerobics II  0  3  1
Prerequisites: PED 115
This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 117   Weight Training I  0  3  1
This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)
PED 118  Weight Training II  0  3  1
Prerequisites: 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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 119  Circuit Training  0  3  1
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 for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 120  Walking for Fitness  0  3  1
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 121  Walk, Jog, Run  0  3  1
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 122  Yoga I  0  2  1
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 123  Yoga II  0  2  1
Prerequisites: PED 122
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 125  Self-Defense-Beginning  0  2  1
This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical
means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 126 Self-Defense-Intermediate 0 2 1
Prerequisites: PED 125
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, and punches and kick combinations. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 128 Golf-Beginning 0 2 1
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (S)

PED 129 Golf-Intermediate 0 2 1
Prerequisites: PED 128
This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (S)

PED 130 Tennis-Beginning 0 2 1
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 131 Tennis-Intermediate 0 2 1
Prerequisites: PED 130
This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

PED 137 Badminton 0 2 1
This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles.
Upon completion, students should be able to apply these skills in playing situations. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

**PED 138 Archery**  
This course introduces basic archery safety and skills. Topics include proper techniques of stance, bracing, drawing, and releasing as well as terminology and scoring. Upon completion, students should be able to participate safely in target archery. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

**PED 139 Bowling-Beginning**  
This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

**PED 143 Volleyball-Beginning**  
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. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

**PED 144 Volleyball-Intermediate**  
Prerequisites: PED 143  
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. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

**PED 145 Basketball-Beginning**  
This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)

**PED 147 Soccer**  
This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F)
PED 170 Backpacking 0 2 1
This course covers the proper techniques for establishing a campsite, navigating in the wilderness, and planning for an overnight trip. Topics include planning for meals, proper use of maps and compass, and packing and dressing for extended periods in the outdoors. Upon completion, students should be able to identify quality backpacking equipment, identify the principles of no-trace camping, and successfully complete a backpacking experience. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 173 Rock Climbing 0 2 1
This course teaches the fundamental skills and safety of rock climbing. Topics include rock climbing, bouldering, rappelling, the correct method of belaying for climbing and rappelling, and knowledge of equipment. Upon completion, students should be able to demonstrate strong and skillful techniques in climbing and rappelling. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 175 Horseback Riding I 0 2 1
This course introduces beginning and non-riders to recreational horseback riding. Topics include riding skills, equipment, handling of horses, mounting, care of the horse, and coordinated horse-rider balance. Upon completion, students should be able to demonstrate riding, safety, and horse management skills. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)

PED 176 Horseback Riding II 0 2 1
Prerequisites: PED 175
This course is designed to give advanced riding experiences in a variety of specialized situations. Emphasis is placed on the development of skills such as jumping, rodeo games, and trail riding. Upon completion, students should be able to demonstrate control and management of the horse and perform various riding techniques. This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement. (F/S)

PED 181 Snow Skiing-Beginning 0 2 1
This course introduces the fundamentals of snow skiing. Topics include basic techniques, safety, and equipment involved in snow skiing. Upon completion, students should be able to ski a down slope, enter and exit a ski lift, and perform basic maneuvers on skis. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (S)

PED 182 Snow Skiing-Intermediate 0 2 1
Prerequisites: PED 181
This course is designed to further develop snow skiing skills. Topics include selection and care of equipment, parallel skiing and turns, christies, advanced jumps, trail skiing, and slalom racing. Upon completion, students should be able to ski on varying terrains and snow conditions with control and safety. This course has been approved for transfer
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
<th>Approval Notes</th>
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</thead>
<tbody>
<tr>
<td>PED 187</td>
<td>Social Dance-Beginning</td>
<td>0 2 1</td>
<td>This course introduces the fundamentals of popular social dances. Emphasis is placed on basic social dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)</td>
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<tr>
<td>PED 188</td>
<td>Social Dance-Intermediate</td>
<td>0 2 1</td>
<td>Prerequisites: PED 187 This course covers advanced fundamentals of social dancing. Topics include rhythm, appearance, and routine sequence. Upon completion, students should be able to perform more difficult steps and types of dances. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (F/S)</td>
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<tr>
<td>PED 211</td>
<td>New Games</td>
<td>0 2 1</td>
<td>This course includes explanation, demonstration, and participation in games that provide an alternative to traditional sports. Emphasis is placed on playing for pleasure rather than for competitive purposes. Upon completion, students should be able to participate and lead others in participating in non-competitive games. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)</td>
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<tr>
<td>PED 212</td>
<td>Snowboarding - Beginning</td>
<td>0 2 1</td>
<td>This course is designed to develop the basic knowledge and skills of snowboarding. Topics include equipment, conditioning exercises, terminology, safety, rules, fundamental skills, and use of lifts. Upon completion, students should be able to snowboard downhill, enter and exit a ski lift and perform basic maneuvers on a board. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (S)</td>
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<tr>
<td>PED 217</td>
<td>Pilates I</td>
<td>0 2 1</td>
<td>This course provides an introduction to the pilates method of body conditioning exercise. Topics include instruction in beginning and intermediate pilates exercises using a mat or equipment, history of pilates method, and relevant anatomy and physiology. Upon completion, students should be able to perform beginning and intermediate exercises, and possess an understanding of the benefits of conditioning the body’s core muscles. This course has been approved for transfer under the CAA/ICAA as a premajor and/or elective course requirement. (D)</td>
<td></td>
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<tr>
<td>PED 218</td>
<td>Pilates II</td>
<td>0 2 1</td>
<td>Prerequisites: PED 217 This course provides continued instruction to the pilates method of body conditioning exercise. Topics include instruction in intermediate and advanced pilates exercises using a mat or equipment, relevant anatomy and physiology, and further discussion of related concepts. Upon completion, students should be able to perform intermediate and</td>
<td></td>
</tr>
</tbody>
</table>
advanced exercises, and possess the autonomy to maintain their own personal pilates practice. This course has been approved for transfer under the CAA/ICAA as a premajor and/or elective course requirement. (D)

**PET: Positron Emission Tomography**

**PET 235 Cross-Sectional Anatomy**

This course covers the cross-sectional anatomy of Positron Emission Tomography. Topics include all relevant cross-sectional anatomy related to PET imaging with an emphasis placed on oncology, neurology and cardiology. Upon completion, students should be able to demonstrate competence in identifying cross-sectional anatomy related to PET procedures through computerized exams and projects. (F/S)

**PHI: Philosophy**

**PHI 210 History of Philosophy**

Prerequisites: ENG 111
This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. (D)

**PHI 215 Philosophical Issues**

Prerequisites: ENG 111
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. This is a Universal General Education Transfer Component (UGETC) course. (D)

**PHI 240 Introduction to Ethics**

Prerequisites: ENG 111
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This is a Universal General Education Transfer Component (UGETC) course. (D)
### PHY: Physics

**PHY 110**  
**Conceptual Physics**  
3 0 3  
Prerequisites: DRE 097 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050  
Corequisites: PHY 110A  
This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. *This is a Universal General Education Transfer Component (UGETC) course.* (F/S/SS)

**PHY 110A**  
**Conceptual Physics Lab**  
0 2 1  
Prerequisites: DRE 097 and DMA 010, DMA 020, DMA 030, DMA 040, DMA 050  
Corequisites: PHY 110  
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. *This is a Universal General Education Transfer Component (UGETC) course.* (F/S/SS)

**PHY 131**  
**Physics-Mechanics**  
3 2 4  
Prerequisites: MAT 121 or MAT 171  
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, and 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. (D)

**PHY 151**  
**College Physics I**  
3 2 4  
Prerequisites: DRE 097, MAT 171  
MAT 172 is recommended prior to or concurrently with this course.  
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 is a Universal General Education Transfer Component (UGETC) course.* (D)

**PHY 152**  
**College Physics II**  
3 2 4  
Prerequisites: 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 is a Universal General Education Transfer Component (UGETC) course. (D)

PHY 251 General Physics I  
Prerequisites: DRE 097, MAT 271  
Corequisites: MAT 272  
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This is a Universal General Education Transfer Component (UGETC) course. (F)

PHY 252 General Physics II  
Prerequisites: MAT 272, 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 is a Universal General Education Transfer Component (UGETC) course. (S)

POL: Political Science

POL 120 American Government  
Prerequisites: DRE 098  
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 is a Universal General Education Transfer Component (UGETC) course. (F)

POL 210 Comparative Government  
Prerequisites: DRE 098  
This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country’s historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations’ governmental structures, processes, ideologies, and capacity to resolve major problems. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)
POL 220  International Relations 3 0 3
Prerequisites: DRE 098
This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, nongovernmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. *This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.* (D)

POR: Portuguese

POR 111  Elementary Portuguese I 3 0 3
This course introduces the fundamental elements of the Portuguese 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 Portuguese and demonstrate cultural awareness. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.* (D)

POR 112  Elementary Portuguese II 3 0 3
Prerequisites: POR 111
This course is a continuation of POR 111 focusing on the fundamental elements of the Portuguese 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 Portuguese and demonstrate further cultural awareness. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.* (D)

PSY: Psychology

PSY 101  Applied Psychology 3 0 3
This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one’s personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for certificate and diploma programs. (S)

PSY 131  Psychology of Dreams 3 0 3
This course covers the physiology of sleeping and dreaming and the major psychological approaches to the interpretation of dreams. Topics include historical and cultural perspectives on dreams, sleep disorders, and an examination of traditional and contemporary approaches to dreams and their meaning. Upon completion, students should be able to demonstrate a basic understanding of the psychological implications of sleeping and dreaming. (D)
PSY 150   General Psychology 3 0 3
Prerequisites: 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 is a Universal General Education Transfer Component (UGETC) course. (F/S/SS)

PSY 237   Social Psychology 3 0 3
Prerequisites: PSY 150 or SOC 210
This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)

PSY 239   Psychology of Personality 3 0 3
Prerequisites: PSY 150
This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. (D)

PSY 241   Developmental Psychology 3 0 3
Prerequisites: 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 and ICAA as a general education course in Social/Behavioral Sciences. (F/S)

PSY 265   Behavioral Modification 3 0 3
Prerequisites: 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. (D)

PSY 281   Abnormal Psychology 3 0 3
Prerequisites: 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 and ICAA as a general education course in Social/Behavioral Sciences. (D)

**PTA: Physical Therapist Assistant**

**PTA 110  Introduction to Physical Therapy**  2  3  3
Prerequisites: Enrollment in the Physical Therapist Assistant program
This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care. (F)

**PTA 125  Gross and Functional Anatomy**  3  6  5
Prerequisites: PTA 110
This course provides an in-depth, clinically oriented survey of gross and functional anatomy. Emphasis is placed on musculoskeletal and nervous systems and clinical biomechanics, including goniometry, basic manual muscle testing, and components of normal gait. Upon completion, students should be able to identify specific anatomical structures and describe, observe, and measure musculoskeletal posture and function. (S)

**PTA 135  Pathology**  4  0  4
Prerequisites: PTA 110
This course introduces principles of pathology, processes of and normal responses to injury and disease, and changes related to aging. Emphasis is placed upon conditions most commonly treated in physical therapy. Upon completion, students should be able to discuss basic pathological processes and identify etiology, signs, symptoms, complications, treatment options, and prognoses of specific orthopedic conditions. (S)

**PTA 145  Therapeutic Procedures**  2  6  4
Prerequisites: PTA 125
This course provides a detailed study of specific treatment procedures and the physiological principles and techniques involved. Emphasis is placed on the correct application of superficial heat and cold, massage and soft tissue mobilization, ultrasound, diathermy, traction, and electrical stimulation. Upon completion, students should be able to demonstrate competence in the application of these modalities and explain the indications, contraindications, effects, and precautions for each. (SS)

**PTA 152  PTA Prevention and Wellness**  1  2  2
Prerequisites: PTA 110, PTA 125
This course is designed to investigate and apply, under the supervision of a therapist, the basic concepts and principles of lifetime wellness and prevention. Emphasis is placed on improving overall health through the study of nutrition, weight control, stress
management, and exercise including conditioning, strength, and flexibility. Upon completion, the students should be able to develop, implement, and maintain an individualized personal wellness program. (SS)

PTA 155  PTA Clinical I  
0 6 2
Prerequisites: PTA 110
This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (S)

PTA 175  PTA Clinical II  
0 6 2
Prerequisites: PTA 245
This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (S)

PTA 212  Health Care/Resources  
2 0 2
Prerequisites: PTA 145
This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery. (F)

PTA 215  Therapeutic Exercise  
2 3 3
Prerequisites: PTA 145
This course introduces basic concepts of strengthening, endurance, and flexibility exercise and balance, gait, and posture training. Emphasis is placed on applying techniques to the treatment of orthopedic conditions. Upon completion, students should be able to safely and effectively execute basic exercise programs and balance, gait, and posture training. (F)

PTA 222  Professional Interactions  
2 0 2
Prerequisites: PTA 110
This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, and method of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers. (S)
PTA 225  Introduction to Rehabilitation 3 3 4
Prerequisites: PTA 145
This course covers cardiovascular, pulmonary, and integumentary conditions, as well as causes and treatment of amputations. Emphasis is placed upon pathological processes as well as comprehensive treatment of the various conditions studied. Upon completion, students should be able to discuss etiology, signs, symptoms, complications, and prognoses of various conditions and implement components of a comprehensive treatment program. (F)

PTA 235  Neurological Rehabilitation 3 6 5
Prerequisites: PTA 225
This course covers neurological and neuromuscular conditions experienced throughout the life span. Topics include the pathology of selected conditions and the methods and rationales of various treatment approaches. Upon completion, students should be able to discuss etiology, signs, symptoms, complications, and prognoses of various conditions and implement components of a comprehensive treatment program. (S)

PTA 245  PTA Clinical III 0 12 4
Prerequisites: PTA 145
This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (F)

PTA 255  PTA Clinical IV 0 12 4
Prerequisites: PTA 245
This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (S)

PTA 270  Physical Therapy Topics 1 0 1
Prerequisites: PTA 225
This course covers the physical therapist assistant profession in preparation for the state licensure exam. Topics include developing time management skills and practicing for the competence examinations. Upon completion, students should be able to identify individual academic strengths and weaknesses and utilize this information to continue self-study for the licensure exam. (S)

RAD: Radiography

RAD 110  Radiography Introduction and Patient Care 2 3 3
Prerequisites: Enrollment in Radiography program
Corequisites: RAD 111, RAD 151
This course provides an overview of the radiography profession and student
responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas. (F)

RAD 111  RAD Procedures I  
Prerequisites: Enrollment in the Radiography program  
Corequisites: RAD 110, RAD 151  
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas. (F)

RAD 112  RAD Procedures II  
Prerequisites: RAD 110, RAD 111, RAD 151  
Corequisites: RAD 121, RAD 161  
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas. (S)

RAD 121  Radiographic Imaging I  
Prerequisites: RAD 110, RAD 111, RAD 151  
Corequisites: RAD 112, RAD 161  
This course provides the basic principles of imaging. Emphasis is placed on the factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of basic radiographic imaging. (S)

RAD 122  Radiographic Imaging II  
Prerequisites: RAD 112, RAD 121, RAD 161  
Corequisites: RAD 131, RAD 171  
This course provides advanced principles of imaging including digital radiography. Emphasis is placed on the factors that impact brightness, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of advanced principles of imaging. (SS)

RAD 131  Radiographic Physics I  
Prerequisites: RAD 121  
Corequisites: RAD 122, RAD 171  
This course introduces the principles of radiation characteristics and production. Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate a basic understanding of radiation characteristics and production. (SS)

RAD 151  RAD Clinical Ed I  
Prerequisites: Enrollment in the Radiography program  
Corequisites: RAD 110, RAD 111  
This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities,
manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (F)

RAD 161 RAD Clinical Ed II 0 15 5
Prerequisites: RAD 110, RAD 111, RAD 151
Corequisites: RAD 112, RAD 121
This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (S)

RAD 171 RAD Clinical Ed III 0 12 4
Prerequisites: RAD 112, RAD 121, RAD 161
Corequisites: RAD 122, RAD 131
This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (SS)

RAD 211 RAD Procedures III 2 3 3
Prerequisites: RAD 122, RAD 131, RAD 171
Corequisites: RAD 231, RAD 241, RAD 251
This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, sectional anatomy, and advanced imaging. Upon completion, students should be able to demonstrate an understanding of these areas. (F)

RAD 231 Radiographic Physics II 1 3 2
Prerequisite: RAD 131 or RAD 171
Corequisites: RAD 211, RAD 241, RAD 251
This course provides advanced principles of radiation characteristics and production including digital imaging and Computed Tomography (CT). Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate an understanding of radiation characteristics and production. (F)

RAD 241 Radiobiology/Protection 2 0 2
Prerequisites: RAD 122, RAD 131, RAD 171
Corequisites: RAD 211, RAD 231, RAD 251
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology. (F)
RAD 245  Image Analysis  
Prerequisites: RAD 211, RAD 231, RAD 241, RAD 251  
Corequisites: RAD 261, RAD 271  
This course provides an overview of image analysis and introduces methods of quality management. Topics include image evaluation, pathology, quality control, and quality assurance. Upon completion, students should be able to demonstrate a basic knowledge of image analysis and quality management. (S)  

RAD 251  RAD Clinical Ed IV  
Prerequisites: RAD 122, RAD 131, RAD 171  
Corequisites: RAD 211, RAD 231, RAD 241  
This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (F)  

RAD 261  RAD Clinical Ed V  
Prerequisites: RAD 251  
Corequisites: RAD 245, 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. (S)  

RAD 271  Radiography Capstone  
Prerequisites: RAD 211, RAD 231, RAD 241, RAD 251  
Corequisites: RAD 245, 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. (S)  

REL: Religion  

REL 110  World Religions  
Prerequisites: DRE 098  
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 and ICAA as a general education course in Humanities/Fine Arts. (F/S)*  

REL 211  Introduction to Old Testament  
Prerequisites: DRE 098  
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 and ICAA as a general education course in Humanities/Fine Arts.* (D)

**REL 212** Introduction to New Testament 3 0 3  
Prerequisites: DRE 098  
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. All New Testament books will be covered. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.* (F/S)

**REL 221** Religion in America 3 0 3  
Prerequisites: DRE 098  
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. *This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.* (F/S)

**SEC: Information Systems Security**

**SEC 110** Security Concepts 2 2 3  
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy. (F/S)

**SEC 160** Security Administration I 2 2 3  
Prerequisites: SEC 110, NET 110 or NET 125  
This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses. (F)

**SEL: Selected Topics**
The appropriate curriculum prefix should be substituted for SEL. For example, Selected Topics in English would use the ENG prefix. The complete course title would substitute the curriculum area for the blank. A first-year one credit English selected topics course would be ENG 191 Selected Topics in English.

SEL 191 Selected Topics in 0-1 0-3 1  
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

SEL 192 Selected Topics in 0-2 0-6 2  
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

SEL 193 Selected Topics in 1-3 0-9 3  
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

SEL 291 Selected Topics in 0-1 0-3 1  
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

SEL 292 Selected Topics in 0-2 0-6 2  
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

SEL 293 Selected Topics in 1-3 0-9 3  
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

SEM: Seminar
SEM 196    Seminar in   0-1  0-3  1
This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 197    Seminar in   0-2  0-6  2
This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 198    Seminar in   1-3  0-9  3
This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 296    Seminar in   0-1  0-3  1
This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 297    Seminar in   0-2  0-6  2
This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 298    Seminar in   1-3  0-9  3
This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SLP: Speech-Language Pathology Assistant

SLP 111    Ethics and Standards for SLPAs   3  0  3
Prerequisites: Enrollment in the Speech Language Pathology Assistant Program
This course provides an overview of the theory, practice, and philosophy of speech-language pathology assisting. Topics include legal and ethical issues, scope of practice, multiculturalism, and diversity. Upon completion, students should be able to describe characteristics of the profession and identify components of safe and ethical practice. (SS/F)

SLP 112    SLP Anatomy and Physiology   3  0  3
Prerequisites: BIO 163 or BIO 169
This course introduces the basic pathophysiology of the orofacial and thoracic structures of the human body. Emphasis is placed on the most commonly treated speech, language, and hearing disorders. Upon completion, students should be able to identify and describe basic pathophysiology related to the production of speech and hearing. (S)

SLP 120 SLPA Administrative Procedures and Management 2 0 2
Prerequisites: Enrollment in the Speech Language Pathology Assistant Program
This course covers organizational and functional skills appropriate to the speech-language pathology workplace. Emphasis is placed on scheduling, office etiquette, and operation of office equipment, time management, and quality issues. Upon completion, students should be able to demonstrate correct operation of office equipment and work cooperatively and effectively within the speech-language pathology professional environment. (S)

SLP 130 Phonetics/Speech Patterns 2 2 3
Prerequisites: Enrollment in the Speech Language Pathology Assistant Program
This course introduces the International Phonetic Alphabet and the categories of speech sounds, including voice, place, and manner of production. Emphasis is placed on the accurate transcription of normal and abnormal speech samples using the IPA and on the production of effective natural speech. Upon completion, students should be able to transcribe and categorize speech sounds and understand the relationship between respiration, articulation and phonation during natural speech. (S)

SLP 140 Normal Communication 3 0 3
Prerequisites: Enrollment in the Speech Language Pathology Assistant Program
This course introduces normal verbal and non-verbal communications across the life span, including appropriate social interaction with diverse populations. Topics include normal speech, language, and hearing in a multicultural society and an introduction to screening for normality and abnormality. Upon completion, students should be able to identify normal speech, language, and hearing patterns. (F)

SLP 150 Communication Disorders in Diverse Populations 3 0 3
This course introduces students to the interrelationship of sociological variables and linguistic performance of individuals with communication differences and disorders. Emphasis is placed on understanding communication differences and disorders among culturally and linguistically diverse populations, non-biased assessment of populations, elective intervention approaches and differing learning styles. Upon completion, students should be able to demonstrate understanding of communication differences and disorders among culturally and linguistically diverse populations. (F)

SLP 211 Developmental Disorders 3 2 4
Prerequisites: SLP 111, SLP 130, SLP 140
This course covers screening for speech, language, and hearing disorders; use of observational checklists; and administration of therapeutic protocols. Emphasis is placed on conditions commonly treated in speech-language pathology. Upon completion,
students should be able to accurately administer screening tests and therapeutic protocols and identify characteristics of developmental speech, language, and hearing disorders. (F)

SLP 212  
Acquired Disorders  
3  5  5  
Prerequisites: SLP 111, SLP 112, SLP 130, SLP 140  
This course includes an introduction to clinical settings. Emphasis is placed on acquired conditions commonly treated in speech-language pathology. Upon completion, students should be able to accurately administer screening tests and therapeutic protocols and identify characteristics of acquired speech, language, and hearing disorders. (S)

SLP 215  
Treatment Intervention  
3  2  4  
Prerequisites: SLP 111, SLP 140  
This course introduces students to a multitude of intervention techniques used to treat individuals of all ages with communication disorders in a variety of clinical settings. Emphasis is placed on understanding the therapeutic process and the effectiveness of evidence based practices currently being used in the field of speech and language across the lifespan. Upon completion, students should be able to demonstrate competencies in the therapeutic process. (F)

SLP 220  
Assistive Technology  
1  2  2  
Prerequisites: SLP 111, SLP 130, SLP 140  
Corequisites: SLP 211  
This course introduces the preparation, use, and maintenance of selected communication equipment in the treatment of respective disorders. Emphasis is placed on the collaborative use of assistive equipment for speech, language, and hearing disorders. Upon completion, students should be able to instruct the patient and caregiver in the use and maintenance of assistive communication equipment. (F)

SLP 230  
SLPA Fieldwork  
0  12  4  
Prerequisites: SLP 211  
Corequisites: SLP 212, SLP 231  
This course provides supervised fieldwork experience in speech-language pathology assisting in a minimum of two diverse sites. Emphasis is placed on the use of written protocols in providing patient care. Upon completion, students should be able to integrate ethical concepts into safe and effective clinical practice. (S)

SLP 231  
SLPA Fieldwork Seminar  
3  0  3  
Prerequisites: SLP 211  
Corequisites: SLP 212, SLP 230  
This course provides an opportunity to discuss fieldwork experiences with peers and faculty. Emphasis is placed on management of clinical problems, conflict resolution, and job seeking and retention skills. Upon completion, students should be able to meet entry-level requirements for speech-language pathology assistants. (S)

SOC: Sociology
SOC 210      Introduction to Sociology            3  0  3
Prerequisites: DRE 098
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 is a Universal General Education Transfer Component (UGETC) course.* (F/S)

SOC 213      Sociology of the Family             3  0  3
Prerequisites: DRE 097
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 and ICAA as a general education course in Social/Behavioral Sciences.* (F/S)

SOC 220      Social Problems                    3  0  3
Prerequisites: DRE 098
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 and ICAA as a general education course in Social/Behavioral Sciences.* (F/S)

SON: Medical Sonography

SON 110      Introduction to Sonography         1  6  3
Prerequisites: Enrollment in the Medical Sonography or Cardiovascular Sonography program
Corequisites: SON 130
This course provides an introduction to medical sonography. Topics include applications, sonographic terminology, history, patient care, ethics, and basic skills. Upon completion, students should be able to define professionalism and sonographic applications and perform basic patient care skills and preliminary scanning techniques. (F)

SON 111      Sonographic Physics                3  3  4
Prerequisites: CVS 163 or SON 110
This course introduces ultrasound physical principles, bioeffects, and sonographic instrumentation. Topics include sound wave mechanics, transducers, sonographic equipment, Doppler physics, bioeffects, and safety. Upon completion, students should be able to demonstrate knowledge of sound wave mechanics, transducers, sonography equipment, the Doppler effect, bioeffects, and safety. (S)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON 120</td>
<td>SON Clinical Ed I</td>
<td>0 15 5</td>
<td>SON 110</td>
<td>This course provides active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (S)</td>
</tr>
<tr>
<td>SON 121</td>
<td>SON Clinical Ed II</td>
<td>0 15 5</td>
<td>SON 120</td>
<td>This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (SS)</td>
</tr>
<tr>
<td>SON 130</td>
<td>Abdominal Sonography I</td>
<td>2 3 3</td>
<td>SON 110</td>
<td>Corequisites: This course introduces abdominal and small parts sonography. Emphasis is placed on the sonographic anatomy of the abdomen and small parts with correlated laboratory exercises. Upon completion, students should be able to recognize and acquire basic abdominal and small parts images. (F)</td>
</tr>
<tr>
<td>SON 131</td>
<td>Abdominal Sonography II</td>
<td>1 3 2</td>
<td>SON 130</td>
<td>Prerequisites: This course covers abdominal and small parts pathology recognizable on sonograms. Emphasis is placed on abnormal sonograms of the abdomen and small parts with correlated sonographic cases. Upon completion, students should be able to recognize abnormal pathological processes in the abdomen and on small parts sonographic examinations. (S)</td>
</tr>
<tr>
<td>SON 140</td>
<td>Gynecological Sonography</td>
<td>2 0 2</td>
<td>SON 110</td>
<td>Prerequisites: This course is designed to relate gynecological anatomy and pathology to sonography. Emphasis is placed on gynecological relational anatomy, endovaginal anatomy, and gynecological pathology. Upon completion, students should be able to recognize normal and abnormal gynecological sonograms. (S)</td>
</tr>
<tr>
<td>SON 220</td>
<td>SON Clinical Ed III</td>
<td>0 24 8</td>
<td>SON 110, SON 121</td>
<td>Prerequisites: This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (F)</td>
</tr>
<tr>
<td>SON 221</td>
<td>SON Clinical Ed IV</td>
<td>0 24 8</td>
<td>SON 220</td>
<td>Prerequisites:</td>
</tr>
</tbody>
</table>
This course provides continued active participation off campus in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (S)

SON 225 Case Studies 0 3 1
Prerequisites: CVS 163 or SON 110
This course offers the opportunity to present interesting cases found during clinical education. Emphasis is placed on presentation methods which integrate patient history, laboratory results, and sonographic findings with reference to current literature. Upon completion, students should be able to correlate information necessary for complete presentation of case studies. (F)

SON 241 Obstetrical Sonography I 2 0 2
Prerequisites: SON 110
This course covers normal obstetrical sonography techniques, the normal fetal environment, and abnormal first trimester pregnancy states. Topics include gestational dating, fetal anatomy, uterine environment, and first trimester complications. Upon completion, students should be able to produce gestational sonograms which document age, evaluate the uterine environment, and recognize first trimester complications. (F)

SON 242 Obstetrical Sonography II 2 0 2
Prerequisites: SON 241
This course covers second and third trimester obstetrical complications and fetal anomalies. Topics include abnormal fetal anatomy and physiology and complications in the uterine environment. Upon completion, students should be able to identify fetal anomalies, fetal distress states, and uterine pathologies. (S)

SON 250 Vascular Sonography 1 3 2
Prerequisites: SON 111
This course provides an in-depth study of the anatomy and pathology of the vascular system. Topics include peripheral arterial, peripheral venous, and cerebrovascular disease testing. Upon completion, students should be able to identify normal vascular anatomy and recognize pathology of the vascular system. (F)

SON 289 Sonographic Topics 2 0 2
Prerequisites: SON 110
This course provides an overview of sonographic topics in preparation for certification examinations. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of sonography and be prepared for the registry examinations. (S)

SPA: Spanish
SPA 111  Elementary Spanish I  3  0  3
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 and ICAA as a general education course in Humanities/Fine Arts. (D)

SPA 112  Elementary Spanish II  3  0  3
Prerequisites: 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 and ICAA as a general education course in Humanities/Fine Arts. (D)

SPA 120  Spanish for the Workplace  3  0  3
This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity. (D)

SPA 161  Cultural Immersion  2  3  3
Prerequisites: SPA 111
This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. (D)

SPA 211  Intermediate Spanish I  3  0  3
Prerequisites: 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/ICAA as a general education course in Humanities/Fine Arts. (D)

SPA 212  Intermediate Spanish II  3  0  3
Prerequisites: 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 and ICAA as a general education course in Humanities/Fine Arts.* (D)

**TRF: Turfgrass**

**TRF 110 Introduction Turfgrass Culture & Identification  3  2  4**
This course provides an in-depth study of turfgrass. Topics include principles of reproduction, growth development, species characteristics, establishment and maintenance of golf courses and sports fields, and lawn applications. Upon completion, students should be able to identify turfgrass species through characteristics and reproductive stages and develop an establishment and maintenance plan for high quality turf areas. (F)

**TRN: Transportation Technology**

**TRN 110 Introduction to Transportation Technology  1  2  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. (F/S)

**TRN 120 Basic Transportation Electricity**
Corequisites: TRN 110
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns. (F/S)

**TRN 130 Introduction to Sustainable Transportation**
Corequisites: TRN 110, TRN 120
This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system operates, and perform minor repairs. (S)

**TRN 140 Transportation Climate Control**
Corequisites: TRN 110, TRN 120, TRN 140A
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. (F)

TRN 140A  Transportation Climate Control Lab  1  2  2
Corequisites: TRN 110, TRN 120, 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. (F)

TRN 170  PC Skills for Transportation  1  2  2
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. (SS)

TRN 180  Basic Welding for Transportation  1  4  3
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.

WBL: Work-Based Learning

WBL 111  Work-Based Learning I  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. (F/S/SS)

WBL 112  Work-Based Learning I  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. (F/S)

WBL 113  Work-Based Learning I  0  30  3
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. (F/S)

**WBL 114  Work-Based Learning I 0 40 4**
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. (F/S)

**WBL 115  Work-Based Learning Seminar I 1 0 1**
Corequisites: WBL 111, WBL 112, WBL 113, or WBL 114
This course provides procedures necessary for the student to receive maximum benefit from his/her work experience. Emphasis is placed on the student/employer/advisor relationship and the evaluation process of the experience. Upon completion the evaluation process of the experience used to show accountability. Upon completion the student will be totally aware of the benefit and process. (F/S)

**WBL 121  Work-Based Learning II 0 10 1**
Prerequisites: WBL 111
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. (SS)

**WBL 122  Work-Based Learning II 0 20 2**
Prerequisites: WBL 112
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. (F/S)

**WBL 123  Work-Based Learning II 0 30 3**
Prerequisites: WBL 113
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. (F/S)

**WBL 125  Work-Based Learning Seminar II 1 0 1**
Corequisites: WBL 121, WBL 122, WBL 123, or WBL 124
The course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom
learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S)

WBL 131 Work-Based Learning III 0 10 1
Prerequisites: WBL 121
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. (F/S/SS)

WBL 132 Work-Based Learning III 0 20 2
Prerequisites: WBL 122
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. (F/S)

WBL 211 Work-Based Learning III 0 10 1
Prerequisites: WBL 131
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. (F/S)

WBL 212 Work-Based Learning IV 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. (F/S/SS)

WBL 221 Work-Based Learning V 0 10 1
Prerequisites: WBL 211
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. (F/S)

WBL 231 Work-Based Learning VI 0 10 1
Prerequisites: WBL 221
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. (F/S)

WEB: Web Technologies

WEB 110 Internet/Web Fundamentals 2 2 3
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines. (F/S)

WEB 111 Introduction to Web Graphics 2 2 3
This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery. (S)

WEB 115 Web Markup and Scripting 2 2 3
This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards. (F/S)

WEB 120 Introduction Internet Multimedia 2 2 3
This is the first of two courses covering the creation of internet multimedia. Topics include internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create internet multimedia presentations utilizing a variety of methods and applications. (S)

WEB 140 Web Development Tools 2 2 3
This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets. (S)

WEB 182 PHP Programming 2 2 3
Prerequisites: CIS 115
This course introduces students to the server-side, HTML-embedded scripting language PHP. Emphasis is placed on programming techniques required to create dynamic web pages using PHP scripting language features. Upon completion, students should be able to design, code, test, debug, and create a dynamic web site using the PHP scripting language. (F)
WEB 210  Web Design  2  2  3
This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites. (F/S)

WEB 211  Advanced Web Graphics  2  2  3
Prerequisites: WEB 111
This course covers the advanced concepts related to the creation and manipulation of graphic images for web delivery. Topics include graphics acquisition, use of masks and channels, advanced special effects, advanced photo manipulation, and other related topics. Upon completion, students should be able to create, manipulate, and optimize web graphics with advanced techniques and maintain an online coursework portfolio. (S)

WEB 230  Implementing Web Server  2  2  3
Prerequisites: NET 110 or NET 125
This course covers website and web server architecture. Topics include installation, configuration, administration, and security of web servers, services and sites. Upon completion, students should be able to effectively manage the web services deployment lifecycle according to industry standards. (F)

WEB 250  Database Driven Websites  2  2  3
Prerequisites: DBA 110
This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards. (F)

WEB 289  Internet Technologies Project  1  4  3
Prerequisites: WEB 230, WEB 250
This course provides an opportunity to complete a significant Web technologies project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete an Internet project from the definition phase through implementation. (S)

WLD: Welding

WLD 110  Cutting Processes  1  3  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. (F)
WLD 115  SMAW (Stick) Plate  2  9  5
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. (F)

WLD 121  GMAW (MIG) FCAW/Plate  2  6  4
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions. (S)

WLD 131  GTAW (TIG) Plate  2  6  4
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials. (SS)

WLD 141  Symbols and Specifications  2  2  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. (SS)
Continuing Education and Workforce Development

Corporate and Continuing Education Department

The Corporate and Continuing Education Department at Caldwell Community College and Technical Institute seeks to provide relevant, high-quality instruction to meet the needs and interests of businesses, industries, agencies, and the community. The department is dedicated to serving all adults in their pursuit of employment skills, discovery of new and emerging technologies, and commitment to lifelong learning.

Mission

To provide accessible, quality educational instruction in occupational courses to individuals who seek to enhance their employment skills and to offer a variety of community service and self-supporting courses to individuals and to the community for personal enrichment.

Goals

• Assure quality instruction;
• Provide lifelong learning opportunities for students by providing access to additional educational pursuits;
• Partner with external organizations to respond to and encourage economic development and provide training to upgrade and/or retain the workforce;
• Respond to the immediate and future training needs of businesses, industries and agencies;
• Maintain successful student pass rates for first-time test takers on certification/licensure exams;
• Provide students with the skills and knowledge necessary to be successful in their chosen careers.
Occupational Training

“Workforce Preparedness for Today and Tomorrow”

“Hope, Opportunity and Jobs”

Occupational Training courses provide opportunities for citizens to prepare for new occupations or upgrade their knowledge and skill in their current employment. The opportunities are provided through single courses or a series of courses specifically designed for an occupation. The courses are offered in technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Occupational courses can be developed upon request for a group or an employer and taught at a time and place convenient to those requesting instruction. Through these program areas, certification, re-certification, and short-term skills training are provided.

A variety of courses are provided for the professional development of individuals who need additional skills, upgraded skills, or new skills in these areas. Although degrees are not awarded for completion of continuing education courses, certificates are provided and students may become certified or may be prepared for testing and certification, i.e. state certification or apprenticeship programs. Courses include, but are not limited to, the following:

Certification and Licensure

EPA Refrigerant Recovery/Recycling Certification
This 14-hour course is designed to aid technicians in preparing to take the CFC recovery/recycling certification examination. The certification examination will be offered as a part of this course and forwarded to the NC Board of Refrigeration Examiners.

Escort Driver Certification
This 8-hour course satisfies the requirements set by the NCDOT to certify oversized - overweight load escort vehicle drivers. Defensive driving, escort driver requirements, skills training, and an examination are components of the course. The NCDOT will issue a certificate for those completing the course and scoring 75% or higher on the end of course examination.

Escort Driver Re-Certification
This 4-hour course satisfies the requirements set by the NCDOT to re-certify oversized - overweight load escort vehicle drivers.

Motor Vehicle Independent Dealer License-Renewal
This 6-hours of training required for renewal of the motor vehicle independent dealer license is satisfied by successful completion of this course. A variety of topics are covered with a minimum of two hours of training being devoted to current Department of Motor Vehicles issues. Positive identification is required to receive credit for attending the course.
Manicurist/Nail Technology
This course is designed to prepare students to become a licensed manicurist in North Carolina. Topics studied during the course include professional image, manicuring and pedicuring, bacteriology, sanitation and disinfecting, nail product chemistry, anatomy and physiology, OSHA safety regulations, disorders of the nail, acrylic nails, nail wraps, gel nails, silk wraps, nail art, nail enhancements, nail piercing, nail jewelry and nail appliqués. Upon successful completion of the course, the student will be eligible to sit for licensure through the North Carolina Board of Cosmetic Art Examiners.

Career Pathways (CP) is a pre-requisite course which provides students with necessary employability skills and knowledge of career pathways. Course topics include career overview, professionalism, conflict resolution, job market outlook, resume writing, and WorkKeys assessments – skills which make individuals more marketable and successful. Reading placement test is administered during CP.

Admission Requirements:
- Career Pathways
- Reading placement test
- High School Diploma or high school equivalency
- Must be at least 16 years of age. For those 16-18 years of age – minor permission form required
- Social Security card – name must match government issued photo ID
- Government issued photo ID – name must match Social Security card

Notary Public Education
This 6-hour Notary Public course provides individuals the opportunity to become or renew their standing as a Notary with the state of North Carolina. The course of study meets the state guidelines for instruction.

OBD Emission Control Inspection
This 8-hour course is designed to prepare auto technicians and service personnel to become OBD emission inspectors for motor vehicles. Course topics include regulations and test inspection procedures required by the NC DMV - Enforcement Selection - for OBD emission inspectors. Upon completion, a student should have knowledge of the rules, regulations, and procedures for OBD emission inspections, is able to inspect a vehicle properly and is prepared to sit for the state certification exam.

OBD Emission Control Inspection – Recertification
This 4-hour course meets the State’s requirements for re-certification for On-Board-Diagnostics Emission Inspectors. The course will include updates and/or changes to the regulations and inspection procedures required by the North Carolina Division of Motor Vehicles. Upon completion, a student should have the knowledge of the rules, regulations, and procedures for OBD emission inspections and able to inspect a vehicle properly.

Tanning Facility Operator
Effective January 1, 1993, the North Carolina Division of Radiation Protection requires any person operating a tanning bed in North Carolina to be at least 18 years of age and be certified.
This eight-hour course instructs the student on the proper and safe way to operate a tanning bed.

**Admission Requirements:**
- Must be 18 years of age

**Vehicle Safety Inspection Course**
This 8-hour course of instruction is offered for certification or renewal as a North Carolina Vehicle Safety Inspector. Individuals meeting the state requirements and successfully completing the end of course test will be designated as a North Carolina Safety Inspector.

**Human Resources Development (HRD) Classes**

**Budget Wisely**
This class is designed to cover cost cutting tips for anyone’s budget, including household and family expenses.

**Career Exploration 101**
This course is designed to help students assess their skills, interests and abilities, and then choose an appropriate career pathway. Students will complete self-assessments, career research, decision making skills, workplace skills and life planning.

**Career Pathways**
This course provides students with necessary employability skills and knowledge of career pathways. Course topics include career overviews, professionalism, conflict resolution, job market outlook, resume writing, and WorkKeys assessments – skills which make individuals more marketable and successful.

**Career Skills Lab**
This self-paced course allows students to work through modules covering such topics as; resume writing, job searching, applications, and interview techniques. Students may also enhance their keyboarding skills and practice the job skills assessments (WorkKeys) through computer-based programs.

**Computer Basics for Employment**
This course trains individuals to sell themselves in the dynamic job market using today’s technology. Learn to use technology to locate job openings, complete online applications, use social media for effective networking, and build an electronic employment portfolio.

**Keyboarding for Work**
Individuals will learn to use the computer utilizing the basic skills of touch-typing.

**Successful Job Hunting 101**
This course will help individuals improve job seeking and keeping skills, develop a resume, learn how to complete job applications, prepare for their interviews and work on their Career Readiness Certificate (CRC).
VMware Academy

CCC&TI offers the VMware Academy for those interested in learning about cloud computing. Completion of the Academy modules prepares you for certification in this new and exciting information technology field.

VMware is by far the leader in virtualization that converts physical computers into an equivalent soft version, stored as a set of files. This allows access to your virtualized machine (VM) using any browser enabled workstation or thin client. The VMs use the resources of a Cluster, made up of multiple Servers that host the VMs. The collection of VMs hosted share the resources, Processing/Memory/Storage and Network, of the cluster. VMware’s vSphere tool used to manage clusters provides optimal utilization of the combined resources within this cloud.

Electrical Lineman Institute

Electrical Lineman Institute
The Electrical Lineman Institute is a two-course program that prepares students for a career as an apprentice for a Journeyman Lineman. In this program, you will develop the knowledge and skills to install, operate, maintain, and repair indoor and outdoor residential, commercial, and Industrial electrical systems, and associated power transmission lines. You will study basic circuits, wiring practice, A.C. and D.C. controls, safety procedures, and learn about the power lines which carry electricity from the source to its destination. You will learn how to use hand and electric tools, and how to read and interpret blueprints and other written and graphic instructions. Your work will combine classroom courses with laboratory hours which offer practical, hands-on training. If you enjoy traveling, working outdoors, and working with electrical equipment, then this training program may be for you. A lineman is required to travel extensively and work in emergency restorations during times of bad weather. Students must possess the physical ability to climb to heights in excess of 50 feet and lift up to 125 pounds.

Admission Requirements:
• High school diploma or high school equivalency
• DOT physical and drug screen
• Valid unrestricted N.C. driver’s license

Public Safety

Basic Anatomy & Physiology
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students are able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology. This course is a prerequisite for Emergency Medical Technician-Paramedic.
Basic Law Enforcement Training (BLET)

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement offices with state, county, or municipal governments, or with private enterprise. The course is comprised of 36 separate blocks of instruction to include topics such as Firearms, Driver Training, Motor Vehicle Law, and Arrest, Search and Seizure. The BLET course is filled with practical exercises and an extensive ethics section that is woven throughout the training experience. The BLET course has been thoroughly researched, legally reviewed and contains the most current law enforcement information available. The Commission mandated course takes approximately 16 weeks to complete.

Upon successful completion of the BLET State Comprehensive Written Examination, the BLET trainee has one year from the date of the State Comprehensive Examination to be duly appointed and sworn as a law enforcement officer in North Carolina. However, most agencies include an additional period of field training. The North Carolina Justice Academy develops and maintains the BLET curriculum.

The requirements for admission into a BLET course are:

- Must be a citizen of the United States;
- Must be 20 years of age;
- Priority admission is given to individuals holding full time employment with criminal justice agencies;
- Must provide to the BLET Director a medical examination report, properly completed by a physician licensed to practice medicine in North Carolina, a physician’s assistant, or a nurse practitioner, to determine the individual’s fitness to perform the essential job functions of a criminal justice officer.
- Must have a high school diploma or high school equivalency. High school diplomas earned through correspondence enrollment are not recognized toward the educational requirements.
- Must take a standardized reading comprehension test and score at the tenth grade level or higher within one year prior to entrance into Basic Law Enforcement Training.
- Must provide to the BLET Director a certified criminal record check for local and state records for the time period since the trainee has become an adult and from all locations where the trainee has resided since becoming an adult. An Administrative Office of the Courts criminal record check or a comparable out-of-state criminal record check will satisfy this requirement.
- Must have not been convicted of any of a felony or: a crime for which the punishment could have been imprisonment for more than two years; or a crime or unlawful act defined as a “Class B misdemeanor” within the five year period prior to the date of application for employment unless the individual intends to seek certification through the North Carolina Sheriffs’ Education and Training Standards Commission; or four or more crimes or unlawful acts defined as “Class B Misdemeanors” regardless of the date of conviction; or four or more crimes or unlawful acts defined as “Class A Misdemeanors” except the trainee may be enrolled if the last conviction occurred more than two years prior to the date of enrollment; or a combination of four or more “Class A Misdemeanors” or “Class B Misdemeanors” regardless of the date of conviction unless the individual intends
to seek certification through the North Carolina Criminal Justice Education and Training Standards Commission.

CPR
This course is designed to instruct students in cardiopulmonary resuscitation with an emphasis on prevention through changes in lifestyles. Successful completion of the course will result in certification from the American Heart Association.

EMT-Basic
This basic level course is required to become an Emergency Medical Technician and prepares students to take the NCOEMS or National Registry examination. Topics covered are: basic pre-hospital emergency care such as treatment for shock, bleeding, burns, poisonings, childbirth, pediatric emergencies, CPR, use of ambulance equipment and communications to the emergency department.

Prerequisites:
- Must be 18 years of age
- High school diploma or high school equivalency, or successful completion of an exam assessing basic reading comprehension skills at a minimum at the tenth-grade level.

EMT-Paramedic
The Emergency Medical Technician Paramedic course prepares the EMT Basic to provide pre-hospital assessment and care for patients of all ages with a wide variety of medical conditions and traumatic injuries. The student will be exposed to Emergency Medical Service systems, roles and responsibilities of a paramedic, patient assessment, advanced airway management, oxygen therapy, intravenous therapy, cardiology, pharmacology, and will reinforce basic EMT skills. In addition, medical emergencies, traumatic emergencies, respiratory emergencies, hazardous material incidents, ambulance operations and the overall pre-hospital care of a patient in acute distress will be introduced. Students will be introduced to many operational issues of EMS systems as well. This program has recently introduced a human resource component that will help prepare the students to seek out potential job opportunities during and upon completion of the program.

A required 500-hour clinical internship is included in the total number of hours for the class and will consist of attending various clinical sites in the area.

Prerequisites:
- Successful completion of the EMT Basic course
- High school diploma or high school equivalency
- Placement test. A reading, math and English test is required for entrance into the course. Test is waived if the student shows proof of a post-secondary degree.

Co-Requisites:
- Successful completion of the Basic Anatomy & Physiology course.

Firefighter
Firefighter certification is a series of courses developed by the NC Department of Insurance, Fire and Rescue Commission. Successful completion of the courses required for each level will certify the student as a Firefighter by NCDOI. Examples of courses
offered in the series are Ladders, Fire Behavior, Forcible Entry, Fire Control and Water Supplies. Fee is waived for all students affiliated with a paid or volunteer fire department.

**Prerequisites:**
- Must be 18 prior to certification as a firefighter, but may begin training at the age of 16; (with a minor permission form)
- High school diploma or high school equivalency prior to being certified.

**First Aid**
This course covers the basics of first aid, including what to look for prior to giving care to ensure patient safety. Skills learned include bleeding control, basic splinting and caring for shock and diabetic emergencies. First aid classes can be customized to meet individual and/or group needs.

**Hazardous Materials**
Hazardous Materials is a course approved by the NC Department of Insurance. A Hazardous Materials Level I certification is required for Firefighter and Rescue Technician certification. The course provides the responder with knowledge and skills needed for detecting and identifying hazardous materials, initiating the incident command system, to understand and interpret the basic hazards of the chemical incident and to make proper risk assessment within the limitations of equipment, resources, training, and personnel on hand. Fee is waived for all students affiliated with a paid or volunteer fire department.

**Prerequisites:**
- Must be 18 prior to certification;
- High school diploma or high school equivalency prior to certification.

**Medical Responder**
This entry-level course prepares students to meet state certification requirements and perform basic life support skills to assist Emergency Medical Technicians in the field. Skills developed are patient assessment, CPR, splinting and hemorrhage control.

**Prerequisites:**
- Must be 18 years of age
- High School Diploma or high school equivalency, or successful completion of an exam assessing basic reading comprehension skills at a minimum at the tenth-grade level.

**Technical Rescuer**
Technical Rescuer (TR) is a series of courses approved by the North Carolina Department of Insurance, Fire and Rescue Commission. Successful completion of the courses required will then certify a student as a TR. Examples of the courses offered in the series are TR-Rescue Operations, TR-Ropes and TR-VMR Vehicle Anatomy. Fee is waived for all students affiliated with a paid or volunteer rescue department.

**Prerequisites:**
- Must be 18 years of age prior to certification as TR, but may begin training at the age of 16.
- High school diploma or high school equivalency prior to certification.
Health Services

Health Care Technology Institute
This course integrates a series of skills training courses into a single course for health care occupations. Health Care Technology Institute prepares students as a multi-skilled health care worker and prepares them to sit for four health care industry-specific credentials. Students who successfully complete all components of the course will receive a Career Readiness Certificate, CPR certification, a Nurse Aide 1 Course Completion Certificate, and a Phlebotomy Course Completion Certificate. Completers are eligible to apply to sit for the State Competency Exam to become listed on the North Carolina Division of Health Service Regulation Nurse Aide 1 Registry as a Certified Nurse Aide 1 and eligible to apply to sit for the American Society of Phlebotomy Technicians (ASPT), a national certification. Upon completion, students are qualified to work for health care providers in jobs requiring stackable credentials.

Admission Requirements:
- Career Pathways Health Services
- Reading placement test
- 18 years of age
- Social security card – must match government issued photo ID
- Government issued photo ID – must match social security card
- Criminal background check and drug screen through Certified Background
- Proof of immunizations: Records may be obtained from the last school attended or current/past health care providers and must include:
  - Td (tetanus) / Tdap every 10 years
  - Measles, Mumps, Rubella (MMR)
  - Varicella (chicken pox)
  - Tuberculin Skin Test (TST) (be current, negative or documentation of negative chest x-ray)
  - Hepatitis B series / Declination
  - Influenza - current through flu season October thru March

Note: Students, who successfully complete Nurse Aide I training at CCC&TI and become listed on the North Carolina Nurse Aide Registry, receive three (3) points toward competitive admission into the Physical Therapy Assistant program at CCC&TI and ten (10) points toward the Radiology program at CCC&TI.

Health Assessment Review
This course is designed to provide knowledge to enhance the adult health/physical assessment skills of health care professionals who function in a variety of health care settings. An organized and systematic approach to health assessment will enable participants to utilize interviewing techniques to obtain and record a comprehensive health history, and apply skills of inspection, palpation, percussion, and auscultation to body systems. Under lab supervision, participants will practice and demonstrate competence in the performance of adult health history taking and health evaluation techniques by identifying, describing, and recording normal and abnormal findings within a framework for clinical decision making.
Admission Requirements:
- High school diploma or high school equivalency
- 18 years of age
- Currently credentialed as a healthcare professional
- Social security card – name must match government issued photo ID
- Government issued photo ID – name must match social security card

Massage Therapy
This course is designed to prepare the student for the certification examination required for the North Carolina licensure application process. Through class work and practical “hands-on” training, students obtain a solid foundation for professional practice as an entry level Massage Therapist. Upon successful completion of the course, the student is eligible to sit for the certification exam and apply for state licensure in North Carolina.

Career Pathways is a required pre-requisite which provides students with necessary skills and knowledge of career pathways. Course topics include career overview, professionalism, conflict resolution, job market outlook, resume writing, and WorkKeys assessments – skills which make individuals more marketable and successful. The following is incorporated during CP: reading placement test, interview with Massage Therapy Coordinator, and a mandatory orientation session.


Admission Requirements:
- Career Pathways Health Services
- Reading placement test
- Mandatory orientation session
- Must be 18 years of age
- High School Diploma or high school equivalency
- Government issued photo ID – name must match Social Security card
- Social Security card – name must match government issued photo ID
- Completed admission packet

Note: Students, who successfully complete Massage Therapy training at CCC&TI, will receive seven (7) points toward competitive admission into the Physical Therapy Assistant program at CCC&TI.

Medication Aide
This course is designed to prepare non-licensed personnel with the skills required by the North Carolina Board of Nursing to practice as a Medication Aide in long-term
care/skilled nursing facilities within the state of North Carolina. Course topics include:
- Safe and accurate administration of medications via the following routes: oral, eye, ear, nasal, topical, inhalant, nebulizer, vaginal, and rectal.
- Medical asepsis, hand hygiene, terminology, and legal implications.

Students are not taught: IM, IV, subcutaneous, injections or administration of meds via G-tubes.

Upon successful completion, students are eligible to sit for the state examination in order to become listed on the North Carolina Division of Health Service Regulation Medication Aide registry.

Admission Requirements:
- Must be 18 years of age
- High school diploma or high school equivalency
- Current listing with the Division of Health Service Regulation as a Nurse Aide I with no substantiated findings of abuse, neglect or misappropriation of property
- Proof of completion of a minimum 75-hour, state approved Nurse Aide I course
- Social security card – name must match government issued photo ID
- Government issued photo ID – name must match social security card

Nurse Aide I
The Nurse Aide I course prepares students to provide personal care and perform basic nursing skills for the elderly and other adults. Emphasis is placed upon the aging process. Topics covered include safety, restorative care, personal and functional diseases/disorders, communication, patient’s rights, nutrition management and elimination. CPR (Basic Life Support through the American Heart Association) instruction, competency and certification are incorporated into course curriculum. Students are required to successfully complete all segments of the course including classroom, lab skills practice and clinical hours in order to receive a certificate of course completion.

Career Pathways is a pre-requisite course which provides students with necessary employability skills and knowledge. Course topics include career overview, professionalism, conflict resolution, job market outlook, resume writing, and Work Keys assessments – skills which make individuals more marketable and successful. Reading placement test is administered during Career Pathways.

After successfully completing all course components, the student is eligible to apply online to sit for the state exam, whereas he/she must successfully pass a two-part written and skills state competency examination before being listed on the North Carolina Nurse Aide Registry with the Division of Health Service Regulation.

Admission Requirements:
- Career Pathways Health Services
- Reading Placement Test
- 16-18 years of age - completion of a minor permission form
- Social security card – name must match government issued photo ID
- Government issued photo ID – name must match social security card
- Proof of immunizations completed by health care provider and then downloaded

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onto Certified Background is required. Records may be obtained from the last school attended or current/past health care providers and must include:
- Td (tetanus) / Tdap every 10 years
- Measles, Mumps, Rubella (MMR)
- Varicella (chicken pox)
- Tuberculin Skin Test (TST) (be current, negative or documentation of negative chest x-ray)
- Hepatitis B series / Declination
- Influenza (Flu) vaccine current through flu season October thru March

Note: Students who successfully complete Nurse Aide I training at CCC&TI, will receive three (3) points toward competitive admission into the Physical Therapy Assistant program at CCC&TI and 10 points toward competitive admission into the Radiology program at CCC&TI.

Nurse Aide II
This course prepares students to perform more complex nursing skills than those required for Nurse Aide I.

Classroom/lab instruction includes 100 hours of instruction, skills demonstration and practice with primary focus on: infection control, oropharyngeal suctioning, established tracheostomy care, observation and maintenance of oxygen therapy, enteral nutrition, wound care, urinary and bowel elimination. Includes 100 hours of instruction, skills demonstration and practice with primary focus on: infection control, oropharyngeal suctioning, established tracheostomy care, observation and maintenance of oxygen therapy, enteral nutrition, wound care, urinary and bowel elimination.

Ninety-two hours of clinical learning experience in a variety of health care settings and competency testing are part of this course. Students work with patients/residents in a variety of settings to provide care and demonstrate proficiency of learned skills and knowledge. They return to the classroom for a comprehensive review and take the written and skills competency examination. Once course requirements are successfully met, students become eligible to apply to the North Carolina Board of Nursing for listing and gain employment as a Certified Nurse Aide II.

Career Pathways (CP) is a pre-requisite course which provides students with necessary employability skills and knowledge. Course topics include career overview, professionalism, conflict resolution, job market outlook, resume writing, and Work Keys assessments - skills which make individuals more marketable and successful. Reading placement test is administered during CP.

Admission Requirements:
- Career Pathways Health Services
- Reading placement test
- Current listing with the Division of Health Service Regulation as a Nurse Aide I with no substantiated findings of abuse, neglect or misappropriation of property
- Proof of completion of a minimum 75-hour, state approved Nurse Aide I course
- High school diploma or high school equivalency
- Social security card – name must match government issued photo ID
- Government issued photo ID – name must match social security card
• Proof of immunizations. Records may be obtained from the last school attended or current/past health care providers and must include:
  - Td (tetanus) / Tdap every 10 years
  - Measles, Mumps, Rubella (MMR)
  - Varicella (chicken pox)
  - Tuberculin Skin Test (TST) (be current, negative or documentation of negative chest x-ray)
  - Hepatitis B series / Declination
  - Influenza (Flu) vaccine current through flu season October thru March
Completion of Immunization Tracker, Criminal Background Check, and Drug Screen through Certified Background are required

Note: Students who successfully complete Nurse Aide II training at CCC&TI, will receive three (3) points toward competitive admission into the Physical Therapy Assistant program at CCC&TI and five (5) points toward competitive admission into the Nursing program at CCC&TI.

Nurse Aide Refresher
This 40-hour course is designed to refresh knowledge and skills for individuals whose Nurse Aide I listing has expired within the previous two years who successfully completed a minimum 75-hour state approved course. It allows out of state individuals the opportunity for initial listing in North Carolina with proof of successful completion of a state approved course.

Students are provided with a comprehensive review of Nurse Aide I skills and are encouraged to practice in the skills lab to demonstrate proficiency. The North Carolina Nurse Aide I Candidate Handbook is provided as the basis for this comprehensive review. Upon successful completion, the student will be better prepared to successfully pass the two-part written and skills examination required by North Carolina for relisting.

Admission Requirements:
- Proof of completion of a minimum 75-hour state approved Nurse Aide I course
- Proof of expired Nurse Aide I listing within the past two years
- Documented proof of any name change since initial/previous listing
- Social security card – name must match government issued photo ID
- Government issued photo ID – name must match social security card

Pharmacy Technician
The Pharmacy Technician program at Caldwell Community College & Technical Institute consists of a total of 158 contact hours. This program is designed to train individuals to work under the supervision of a pharmacist in a variety of settings including community retail pharmacy, hospital pharmacy, and infusion services.
Course work provides the student with basic essential knowledge and skills required to work as a technician in the pharmacy.
Course work includes 108 hours of the following material: The profession and business of Pharmacy; State and Federal drug laws/regulations; drug forms and routes of administration; pharmaceutical abbreviations, measurements, and calculations; reading and interpretation of prescriptions; dispensing medications; community and hospi-
tal pharmacy practices; infection control; compounding; medication safety and dispensing; preparation of sterile IV products; and human relations.

Course work also includes 50 hours in a comprehensive pharmacology segment that allows students to acquire basic drug knowledge of medications commonly dispensed by technicians in pharmacy practice. An emphasis is placed on drug classes and the mechanisms of action in order to provide an understanding of why certain drugs are prescribed for specific disease conditions. Additionally, information is provided about the uses, dosages, side effects, and special precautions that technicians should be aware of when working with and dispensing these drugs to patients.

**Admission Requirements:**
- Orientation to Health Services
- Career Pathways Health Services
- 18 years of age
- High school diploma or high school equivalency – Official documentation is required even if applicant holds a two or four year college degree
- Social security card – name must match government issued photo ID
- Government issued photo ID – must match social security card
- Placement Testing:
  - Reading placement test options and acceptable scores:
    - TABE 10
    - CPT/Accuplacer 70
    - SAT 300
    - Enhanced ACT 16
    - ASSET 39
    - COMPASS 73
  - Math placement test options and acceptable scores:
    - TABE 9.7
    - CPT/Accuplacer 55
    - SAT 340
    - Enhanced ACT 15
    - ASSET: 36-37
    - COMPASS 29-32
- Criminal Background Check – clinical facility requirement – is done through Certified Background (www.certifiedbackground.com)
- Drug Screening – Only if required by clinical sites – Currently our clinical sites are not requiring drug screening.

In order to be successful in this course, the following is recommended:
- Keyboarding & computer skills
- Emotional and physical ability to carry out normal pharmacy activities (to include lifting, stretching, and standing for long periods)

**Note:** Students who successfully complete Pharmacy Technician training at CCC&TI will receive four (4) points toward competitive admission into the Physical Therapy Assistant program at CCC&TI.
Phlebotomy
Phlebotomy prepares students to draw blood specimens from patients to be analyzed. Class/lab covers topics such as equipment maintenance, communication skills, proper selection of venipuncture sites, the care of blood specimens, data entry, as well as clerical duties associated with record keeping. Clinical provides “hands on” experience with specimen collections in an assigned venue. Upon successful completion, the student receives a course certificate and is prepared to sit for a national certification examination through the American Society of Phlebotomy Technicians (ASPT).

Career Pathways (CP) is a pre-requisite course which provides students with necessary employability skills and knowledge of career pathways. Course topics include career overview, professionalism, conflict resolution, job market outlook, resume writing, and WorkKeys assessments – skills which make individuals more marketable and successful. Reading placement test is administered during CP.

Admission Requirements:
• Career Pathways Health Services
• Reading placement test
• 18 years of age
• High school diploma or high school equivalency
• Social security card – must match government issued photo ID
• Government issued photo ID – must match social security card
• Criminal background check
• Proof of immunizations completed by health care provider and then downloaded onto Certified Background is required. Records may be obtained from the last school attended or current/past health care providers and must include:
  - Td (tetanus) / Tdap every 10 years
  - Measles, Mumps, Rubella (MMR)
  - Varicella (chicken pox)
  - Tuberculin Skin Test (TST) (be current, negative or documentation of negative chest x-ray)
  - Hepatitis B series / Declination
  - Influenza current through flu season October thru March

Test of Essential Academic Skills (TEAS)

This prep course is designed for students applying to curriculum health sciences programs which have competitive admissions (currently Associate Degree in Nursing, Radiography, and Physical Therapist Assistant). Course content will be based on the four major content areas of the TEAS V: Reading, Mathematics, Science, and English and Language Usage. While anyone may take this course, only curriculum applicants or enrolled students at Caldwell Community College & Technical Institute may take the TEAS V test at CCC&TI.

Admission Requirements: No special requirements.
Truck Driver Training

The Truck Driver Training curriculum prepares individuals to drive tractor trailer rigs. This course teaches proper driving procedures, safe driver responsibility, commercial motor vehicle laws and regulations, and the basic principles and practices for operating commercial vehicles. The course work includes motor vehicle laws and regulations, map reading, vehicle maintenance, safety procedures, daily logs, defensive driving, freight handling, security and fire protection. Highway driving training exercises, and classroom lectures are used to develop the student's knowledge and skills. Upon successful completion, students are qualified to take the Commercial Driver's License and are employable by commercial trucking firms. They may also become owner-operators and work as private contract haulers.

Admission requirements:
- Official driving record
- D.O.T. physical examination
- Reading placement test score of 40 or higher/TABE test
- Disclosure form
- High school transcript
- Drug testing

Vocational and Technical Services

Aviation Courses
The 48-hour Ground School for Pilots is designed for the prospective pilot. The 48-hour Instrument Rating School is designed for the advanced pilot. Both schools are offered for private pilot certification and pilot instrument rating.

Cabinetmaking
This course is designed to teach the fundamental techniques of cabinetmaking. Course topics include the proper selection of woods, building materials, tools, finishes, installation and labor costs. Participants will plan, blueprint, and build cabinets suitable for kitchen or bath.

Construction Trades
The construction trades courses offer an understanding to the disciplines needed for general construction. Safety is the cornerstone in any construction environment and is taught first and foremost for all trades areas from OSHA standards. Students will learn how to calculate basic plans to determine materials costs, read blueprints or schematics, and adhere to current building codes and energy saving standards in a hands-on environment. The four core trades areas that are offered are:
- Heating Ventilation and Air Conditioning (HVAC)
- Plumbing
- Residential Electrical Wiring
- Weatherization/Carpentry
Fundamentals of Solar Thermal Technology
This course provides an in-depth view into the technology, applications and considerations associated with solar thermal systems. Learn about one of the most affordable and cost effective renewable energy sources. Students who successfully complete the course are prepared to sit for the NABCEP certification exam.

General Contractor’s License Preparation
This 60-hour course prepares students for the General Contractor’s licensing examination. Emphasis on blueprints, laws and regulations, employment security laws of NC, and workers’ compensation. Upon successful completion of the course, students are eligible to sit for the NC Contractor’s licensing examination.

Industrial Maintenance Training
The industrial maintenance program is a unique new training program offered by Caldwell Community College and Technical Institute. The program is designed to provide students with basic entry level opportunities in the industrial maintenance field. It was developed utilizing industry-based skill standards and interview feedback from representatives of leading Caldwell County industries.

This course consists of two, 240-hour sessions, Part I and II, for a total of 480 hours of classroom and hands-on training. The industrial maintenance program introduces trainees to the basics of manufacturing maintenance by emphasizing the importance of safety, automation, blue print/schematic reading, trouble shooting, problem solving and intro to electricity, PLC, welding, hydraulics, pneumatics, and several other maintenance disciplines.

Junk to Funk - Sculpting with Recycled Materials
This sculpture course shows students the artistic side of sustainability. Students learn how to communicate a message of sustainability through artistic expressions with varied media, many of which can be gathered as recyclable/reusable items.

Welding
These courses are designed to provide the beginner and professional the opportunity to gain or develop skills. MIG, TIG, stick, pipe, and basic welding offer the beginner or professional the opportunity to develop skills that may qualify them for promotion or certification.

Furniture Technology Institute

Industrial Sewing Institute
This course is designed to give students an understanding in the basic skills and techniques necessary to be an industrial sewer. The student will be trained in the manufacturing concepts, tools, safety, and the communication skills that will help prepare them for a career as a sewer in various manufacturing settings. Emphasis is placed on machine operation, setup and maintenance, threading, sewing straight lines, corners, curves and welts. Upon successful completion, students should be able to set up and operate a variety of industrial sewing machines.
Upholstery Institute
These courses are designed to provide the knowledge and skills necessary to become an entry-level upholsterer. In addition, students will learn the soft skills needed for employment. Both courses include core skills training in upholstery manufacturing concepts tools and safety and soft skills training in employability skills, communication, problem-solving and critical thinking.

Online Courses
Continuing Education currently has 200+ Ed2Go online courses available ranging from computer application to personal enrichment courses that begin every month. Registration is required one week prior to the beginning of the course. For details and complete course listing, visit www.ed2go.com/cccti.

Minimum Requirements
- Basic familiarity with computer use and operations
- Access to the Internet
- E-mail account
- Current antivirus software, updated frequently
- Netscape Navigator or Internet Explorer

Minimum Hardware Requirements:

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<tr>
<th>PC</th>
<th>Macintosh</th>
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<tbody>
<tr>
<td>486/75MHz processor</td>
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<tr>
<td>16 MB memory</td>
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<tr>
<td>28.8K modem</td>
<td>28.8K modem</td>
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<tr>
<td>Windows Operating System</td>
<td>Mac OS 7.5</td>
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<tr>
<td>CD-ROM drive</td>
<td>CD-ROM drive</td>
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Small Business Center
“The First Step to Your Business Success”

The Small Business Center is designed to meet the training needs of the area’s small business owners and entrepreneurs planning to start a small business. Training sessions are offered as workshops, seminars, and short-term courses. The Small Business Center also offers confidential business counseling at no cost and has a resource center with publications and other materials to help with small business research and problem solving. To schedule an appointment with the Small Business Center, please call 828-726-2242.

General Interest

Basic Rider Safety Program - Motorcycle
The Basic Rider Course (BRC) is designed for the student with little or no motorcycle experience, as well as for re-entry riders who have not ridden in a long time. Persons interested in attending a BRC must be 16 years of age or older. Students under the age
of 18 must have the written consent of a parent or guardian as well as submit the school’s official minor permission form. Motorcycles are provided by the college, however the student is responsible for the protective gear required to participate in this course. Courses are held March through November each year.

3-Wheel Motorcycle
The Motorcycle Safety Foundation (MSF) 3-Wheel Basic RiderCourse (3WBRC) is a basic, entry-level, learn-to-ride 3-wheel motorcycle training and education course. It provides the same fundamental skills as the MSF Basic RiderCourse, but on 3-wheel, 3-track motorcycle (not sidecars). Our program has a limited number of 3-wheel motorcycles available for use during class that are reserved at the time of your registration. Please let us know if you will be using our motorcycle or your own. Students may provide their own trike BUT must show proof of insurance and registration. A student’s 3-wheel motorcycle must pass a T-CLOCKS inspection by the Rider Coach. To see if your 3-wheel motorcycle meets the definition of “3-Wheel Motorcycle”, go to the MSF website at: http://msf-usa.org.

Experienced Motorcycle Safety Course
Offered on demand, the Experienced Rider Course (ERC) is an 8-hour course designed for riders who have successfully completed the BRC or who possess basic riding skills and who like to sharpen their current riding safety skills. It’s a great way to learn more about your riding abilities as well as the capabilities of your motorcycle. Students must possess a valid motorcycle license/endorsement. A motorcycle learner’s permit is also acceptable. It is recommended that you have at least 6 months or 3,000 miles riding experience. You must provide a street legal, properly licensed motorcycle for the range exercise and must show proof of insurance. Your bike must also pass a visual safety inspection at the beginning of the course. Passengers may participate. Protective gear is also required.

Advanced Motorcycle Safety Course
The Advanced Rider Course is a one-day course intended for motorcyclists who have completed the Motorcycle Safety Foundation Basic Rider Course or have a similar experience level.

The classroom segment focuses on the behavioral aspects of riding such as attitude and personal risk assessment, and includes discussions about braking proficiency, cornering techniques, traction management, and specific characteristics unique to sport bikes. The goal is to provide riders with a way to further develop personal riding strategies to minimize risk, with particular emphasis on the Search-Evaluate-Execute (SEESM) strategy used in all MSF curricula. A knowledge test is given at the end of the classroom portion.

The range session builds on these topics by providing riders the opportunity to develop and improve skills in braking, cornering and swerving. Included is a demonstration of the components of total stopping distance and practice in obstacle avoidance and evasive maneuvers.
Alive at 25! Defensive Driving Course
This course goes hand-in-hand with the defensive driving program; however, this young driver intervention program zeroes in on drivers between the ages of 16 and 24 – the group most likely to be involved in fatal collisions. This highly interactive four-hour course teaches young drivers how to take control of situations by taking responsibility for their own driving behavior.

Defensive Driving Course
Those charged with certain traffic violations, such as speeding, unsafe movement, etc., in any county that recognizes the NC Safety and Health Council program may have their charges reduced by the District Attorney by taking this 4-hour course. Violations will be reduced to improper equipment and points will not appear on your driver’s license or your insurance. The course is offered weekly.

Intro to Audio Engineering Techniques
This class is designed for students who are either wanting to start, or for those who want to perfect their live sound audio engineering techniques. The topics covered include but are not limited to: basic overview of digital and analog equipment, mixing console, hardware, speakers and monitors, amplifiers, headphones, microphones (wired and wireless), compressors, equalization, mixing, effects, and much more.

Intro to Home Studio Recording Techniques
This class is designed for students who either want to start, or for those who want to perfect their home studio recording techniques. The topics covered include but are not limited to: history of audio recording, basic overview of computer recording software (Pro Tools, Cubase, Cakewalk, etc.) and hardware, recording interface, speakers, amplifiers, headphones, microphones, equalization, mixing, effects, mastering and much more.

Introduction to Beekeeping
Basics of beekeeping is offered to persons interested in hobby beekeeping. Topics covered include: types of bees, basic beehive and frame construction and placement, and beekeeping tools. The class also discusses topics such as installing hive management and briefly discusses honey production.

Introduction to Bluegrass
Students will learn the basics of playing Bluegrass on the five string banjo. Some of the basic skills and techniques students should expect to learn are:

Acoustic Guitar
- How to correctly hold the acoustic guitar
- The names of the different parts of the instrument
- How to tune your instrument
- Learn how to play standard guitar chords
- Basics on how to play bluegrass rhythm guitar and flatpicking
- Learn how to play the standards of bluegrass music
- Explore some basic rhythms on the guitar such as bluegrass, folk and country
Banjo (five string)

- How to correctly hold the banjo
- The names of the different parts of the instrument
- How to tune your instrument
- Three finger picking technique
- Learn how to play the standards of bluegrass music
- Explore the basic rhythms on the bluegrass banjo

Intro Bluegrass Fiddle

In this six week class, students will learn the basics of playing Bluegrass on the fiddle. Some of the basic skills and techniques students should expect to learn are:

- How to correctly hold the fiddle and bow
- The names of the different parts of the instrument
- How to tune your instrument
- How to create a pleasant sound with the instrument
- Proper finger placement for first position
- How to play the standards of bluegrass music
- Explore the basic rhythms on the bluegrass fiddle

Cake Decorating Basics

Interested in cake decorating or just want to touch up your current skills? We can help you through our basic decorating class. In a few weeks you will learn how to...

- Bake a great cake
- Get a good butter cream icing recipe
- Icing a cake
- Use star tip, and make borders for your cakes
- Learn to use decorating bag and couplers
- Learn to fill and torte a cake
- Fill and ice cupcakes
- Printing and writing on a cake
- Dimensional decorating
- Flowers like ribbon rose, pompom flowers, drop flowers and rosettes
- Piping gel transfers
- Guidelines for decorating your cake and elementary cake design.

Conversational Spanish I

Learn real-world, relevant language skills to communicate with Spanish speakers in the community. Discover tricks and tips for picking up Spanish fast! Emphasis is on learning useful phrases and vocabulary, which is practiced in class through small groups and engaging exercises to develop ability and confidence. No previous Spanish language instruction necessary.

Conversational Spanish II

This course is designed for students who have at least a small foundation of Spanish study. You will increase your skills to have more in-depth and complex conversations. Working with vocabulary and phrases necessary for all kinds of situations, students will expand their abilities to engage in real world conversations that would occur while traveling, while interacting with clients, employees or simply chatting with a Spanish-speaking neighbor.
Spanish for Health Care Providers
Geared specifically for health care professionals, students will learn relevant vocabulary, practice essential phrases, as well as develop the confidence to inform, assist and gather information from Spanish-speaking clients and patients. Cultural issues related to health care are also covered. Previous basic Spanish experience/training is helpful but not required.

Conversational French I
Through film, music, literature and language, we explore the wide, fascinating world of Francophone (French-speaking) cultures. We learn and practice basic conversation used in everyday settings as well as travel situations. If you’ve studied a bit of French, or always wanted to, this is the best place to be to enjoy Conversational French! A basic familiarity with the French language is helpful but not required.

Intro to Sign Language
This is an introductory course to American Sign Language - the predominate sign language for the Deaf community. This course is designed for students who want to start or are currently working with the Deaf community, and for those who want to learn how to communicate to a deaf family member and/or friends.

Introduction to Mixology
Learn the basics of the art of mixing alcoholic beverages in order to make today’s most popular drinks, and managing a bar efficiently and effectively. Learn about the laws from Alcohol Law Enforcement (ALE) and proper procedures. Also develop and utilize customer service skills and learn how to increase tips by providing a superior bar experience for customers.

Introduction to Taxidermy
If you have ever wanted to learn how to mount that trophy buck, or if you have ever been curious as to the process the buck on the wall went through to get there, here is your chance. This taxidermy course will teach all techniques needed to get any game animal from the field to the wall, in a tasteful manner.

Intro to Fly Fishing
In Introduction to Fly Fishing students will be introduced to the sport of fly fishing and the essential principles of fly fishing. Introduction to Fly Fishing will include: a brief history of the sport, knowledge of the necessary equipment, casting mechanics, introduction to the fish and their food and habitat, how to effectively read water while fishing as well as effective fishing techniques. After the course, students will be well equipped for a successful day on the water.

Craft Brewing 101
Learn the Basics processes involved with brewing beer in small quantities for non-commercial use. Topics covered include but not limited to:
- Fundamentals of Beer and the Brewing Process
- Basic Brewing Ingredients
- Fermentation Basics
• Basic Storage Processes
• Basic Sanitation & Cleaning Methods
• Tasting and Critique

*Must be at least 21 years old to be eligible for this course

General Information

Corporate and Continuing Education courses are offered at all college facilities in both Caldwell and Watauga Counties. Courses are also held at off-campus locations in both counties.

Admissions
Admission is open to individuals 18 years of age or individuals whose regular high school class has graduated. A Minor Permission Form is required for those between 16 and 18 years of age.

Fees
Registration fees are required for occupational training and self-supporting courses. Textbooks or special materials may be purchased from the campus bookstore. Additional fees may be charged in certain courses. A campus access fee is assessed for every course held on campus.

To Enroll
Registration dates may be found in the front of the college catalog under Academic Calendar. Semester schedules are available on the college website www.cccti.edu or a printed copy is available upon request to the Corporate and Continuing Education Department. The college reserves the right to cancel any course when insufficient numbers are registered. Applicants are admitted on a first come, first served basis. Students may register in person any Tuesday from 8 am - 7 pm at the Corporate and Continuing Education Office on either campus and at the first class session, if space is available. Parking permits are available at the time of registration. See Academic Calendar for current registration dates and holidays.

You may also register online for certain Corporate and Continuing Education courses at www.cccti.edu. If you are a prior student and have had a change in your demographic information, you must contact one of the Corporate and Continuing Education offices (Hudson 828-726-2242 or Watauga 828-297-3811) to update your information in our computer system. Making any changes during the online registration process will not update your information.

Refund Policy
Students registered for an occupational training course who officially withdraw prior to the first day of class will be eligible for a 100 percent refund, if requested. Students who officially withdraw on the first day of class or by the 10 percent date of the class will be eligible for a 75 percent refund, if requested. (Students enrolled in a multi-entry/multi-exit class who officially withdraw on the first day of class or within 10 calendar days of the first class meeting are eligible for a 75 percent refund, if requested).
Students registered for an occupational training course that is canceled for any reason by the vice-president will automatically be issued a 100 percent refund. To receive a refund, a student must complete and sign a continuing education drop/refund form and have the vice-president sign for the course(s) being dropped. Refunds may take up to six weeks to process and are mailed to the student.

**Attendance/Grading System**
A course syllabus will be distributed by the instructor to include attendance policies at the beginning of each course. Students will be held responsible for understanding all attendance and classroom rules issued by the instructor. Numerical and/or letter grades will be given for occupational training classes requiring certification. All other continuing education grades will be recorded as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>Above Average</td>
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<td>Average</td>
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<td>E</td>
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<td>S</td>
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<td>U</td>
<td>Unsatisfactory</td>
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<td>W</td>
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**Student Records/Transcripts**
Student records and transcripts can be reviewed by students for accuracy and may be picked up in person by presenting a signed request in the Student Services office. Certificates are given for the satisfactory completion of some occupational training courses. CCC&TI adheres to the Family Privacy Rights Act and assures all students that their records will remain confidential. The college has the right to release information which may include the following:

- student’s name
- date of birth
- address
- telephone number
- dates of attendance

**Rules and Regulations**
All the rules and regulations of the college under “Student Conduct and Responsibilities” will be adhered to by Corporate and Continuing Education students.

**J.E. Broyhill Civic Center**

The J.E. Broyhill Civic Center of CCC&TI is located in Lenoir, N.C., two miles north of the Caldwell campus in Hudson on U.S. 321. The Broyhill Center features a 1,000 seat state-of-the-art proscenium performance theatre and up to eight meeting rooms with banquet seating for up to 350.

Scheduling and use of the Broyhill Civic Center is on a first come, first served basis. Scheduling must be submitted through R25 WebViewer via the intranet. College events are permitted to use the facility free of rental charge. However, there may be charges for such items as linens, cleaning and optional equipment.
The Broyhill Civic Center offers discount tickets to all employees and students of CCC&TI (college ID must be presented). Discounts may not be available for events that are not directly produced by J.E. Broyhill Civic Center or CCC&TI.
CCC&TI Full Time Personnel

Absher, James
Housekeeper, Environmental Services

Annas, Shirley
Housekeeper, Environmental Services

Alexander, Anna
Instructor, Accounting-Caldwell
B.S., University of North Carolina-Chapel Hill; M.B.A., Appalachian State University, CPA and CMA

Arendas, Jane
Instructor, Nursing Program
B.S., Indiana University of Pennsylvania; M.S.N., University of North Carolina-Charlotte

Allbritton, Linda Devlin
Instructor, Early Childhood Program -Watauga Campus
B.S., Florida Atlantic University; M.S.A., Appalachian State University

Asherbraner, Maria Teresa
Systems Analyst/Programmer
B.S., University of South Carolina

Anderson, Joseph Matthew
Transition Advisor, West Caldwell High School
B.A., Mars Hill College

Aultman, Laura Marie
Instructor, Art
B.A., University of North Carolina-Asheville; M.F.A., University of Florida

Andreasen, Keith
Director, Culinary Arts Program; Instructor
Associate Degree, Lehigh County Community College; B.S., Western Carolina University

Bailey, Jan
Librarian -Watauga Campus
B.A., Lincoln Memorial University; M.A., State University of West Georgia; M.L.S., Florida State University

Angley, Jessie
Technician, Accounting
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Barber, Mark
Director, Financial Aid and Veterans Affairs
A.A.S., Community College of the Air Force; B.S., University of South Carolina at Coastal Carolina; M.A., Webster University; Ed.D., Appalachian State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier, Teddie</td>
<td>Instructor, Networking Technology</td>
<td>A.A.S., Catawba Valley Community College, B.S. Gardner-Webb University, M.A., Appalachian State University</td>
</tr>
<tr>
<td>Bentley, Jeff</td>
<td>Director, J.E. Broyhill Civic Center</td>
<td>A.A.S., Western Piedmont Community College</td>
</tr>
<tr>
<td>Bean, Donna</td>
<td>Department Chair, Continuing Education</td>
<td>A.A.S., Caldwell Community College and Technical Institute; B.S., Gardner-Webb University; M.S., Appalachian State University</td>
</tr>
<tr>
<td>Benton, Laura</td>
<td>Coordinator, Writing Center</td>
<td>B.A., M.A., East Carolina University</td>
</tr>
<tr>
<td>Beard, Alison</td>
<td>Librarian, Broyhill Learning Resource Center</td>
<td>B.A., Florida Atlantic University; M.A., Western Carolina University; M.L.I.S., University of North Carolina-Greensboro</td>
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<tr>
<td>Boggs, Leigh-Anne</td>
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</tr>
<tr>
<td>Bell, Keith</td>
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<td>B.S., Appalachian State University</td>
</tr>
<tr>
<td>Boham, Kenneth A.</td>
<td>President</td>
<td>B.S., East Carolina University; M.Ed., North Carolina State University; Ed.D., North Carolina State University</td>
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<td>Benoit, Kate Rebecca</td>
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<tr>
<td>Bolt, Cheryl</td>
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</tr>
<tr>
<td>Benson, Patrick Wayne</td>
<td>Coordinator, Massage Therapy; Instructor</td>
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</tr>
<tr>
<td>Boone, Rebecca</td>
<td>Counselor, TRIO/SSS</td>
<td>B.A., University of North Carolina-Chapel Hill; M.A., Appalachian State University</td>
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</tbody>
</table>
Bowers, Tony  
*Housekeeper, Environmental Services*

Brinkley, Patricia  
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Bowman, Amy  
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*Facility Specialist*

Chapman, Heather Winkler  
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Chapman, Jessica Ayer  
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Harrington, Kristin  
Director, Distance Learning  
B.S., East Carolina University  
M.S., Bellevue University  

Hartley, Alicia Marie  
Library Technical Assistant - Circulation  
A.S., Caldwell Community College and Technical Institute
<table>
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<tr>
<th>Name</th>
<th>Title/Position</th>
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<tr>
<td>Hartley, Regina</td>
<td>Coordinator, Continuing Education; SBC Director; Instructor</td>
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<td>A.A.S., Coastal Carolina Community College; B.T., M.A., Appalachian State University; C.A.G.S., Ph.D., Regent University; additional studies, East Carolina University</td>
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<tr>
<td>Hawley, Judy Adams</td>
<td>Instructor, Computer Programming Technology</td>
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<td>A.A., Caldwell Community College and Technical Institute; B.S., Appalachian State University; M.S., University of Phoenix</td>
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<td>Hefner, Melinda</td>
<td>Director, College and Career Readiness Support Services</td>
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<td>B.A., Appalachian State University; M.A., Appalachian State University</td>
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<td>Helton, Lisa</td>
<td>Coordinator, Technical Support Services</td>
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<td>A.A.S., Caldwell Community College and Technical Institute; B.S., East Carolina University; additional studies, Caldwell Community College and Technical Institute</td>
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<td>Hendrix, Karen</td>
<td>Housekeeper, Environmental Services</td>
</tr>
<tr>
<td>Herman, Jeffrey Michael</td>
<td>Director, Facility Services and Capital Projects</td>
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<td></td>
<td>additional studies, North Carolina State University; Caldwell Community College and Technical Institute</td>
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<tr>
<td>Herman, Sherry Cannon</td>
<td>Transition Advisor, Hibriten High School</td>
</tr>
<tr>
<td></td>
<td>B.S., Appalachian State University; M.A.T., N.C. A&amp;T State University</td>
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<tr>
<td>Herold, Ruth</td>
<td>Director, Nursing Program; Instructor</td>
</tr>
<tr>
<td></td>
<td>Diploma in Nursing, A.A.S., CCC&amp;Ti; B.S.N., M.S.N., UNC-Greensboro; ANA Certification in Medical Surgical Nursing and in Gerontological Nursing; Certified Nurse Educator</td>
</tr>
<tr>
<td>Hinton, Kim</td>
<td>Department Chair, College and Career Readiness</td>
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<td>B.A., Mars Hill College; M.A., Appalachian State University</td>
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<tr>
<td>Hoffa, Lori</td>
<td>Transition Advisor - On-Campus High School Programs</td>
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<td>B.A., Brigham Young University</td>
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<tr>
<td>Holder, Lynn</td>
<td>Accountant, College Foundation</td>
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<td></td>
<td>B.S., Gardner-Webb University; additional studies, Penn Foster Career School</td>
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<tr>
<td>Herman, Jeffrey Michael</td>
<td>Instructor, Physics</td>
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<td></td>
<td>B.A., University of North Carolina-Charlotte; B.S., M.S., Appalachian State University</td>
</tr>
</tbody>
</table>
Hollar, Jeannie Conrad
Instructor, Mathematics
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Hollman, David
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Hutchens, Sue Fleming  
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Joyner, Patricia  
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Mahala, Andrew
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Mahala, James
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Moody, Lori
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Mullis, Roy Lafayette
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