



2015-2016 General Catalog

Volume XXV

522 North Old Carriage Road
Post Office Box 7488
Rocky Mount, North Carolina 27804-0488

Telephone: (252)443-4011
Fax: (252)451-8401

www.nashcc.edu

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Institutional Mission

Nash Community College's mission is to provide an educational environment preparing students for successful college transfer and rewarding careers. Through quality instruction and services, technology, work force development, research, and community partnerships, Nash Community College fosters lifelong learning opportunities for individuals, communities, and organizations.



Dr. Bill Carver, right, and Newton the NightHawk, student Michael Stallings and Kara Deans, Director of Student Activities.

President's Message

Tom Hanks, a well-known actor and producer, is also a community college alum. He defines, "A hero is somebody who voluntarily walks into unknown peril." Nash Community College recently opened the Continuing Education and Public Services Building with classroom space dedicated to individuals who walk into the unknown. The intentional training within the college confines helps prepare public service graduates to assume roles as local first responder heroes – firefighters, law enforcement officers and paramedics.

Regardless of the individual path or goal, we are thankful for those who chose Nash. Each student ultimately embarks on a journey having acquired the skills necessary for success. At NCC you will find "Blue Love" – a term that describes our campus-wide commitment to ensuring every student is given that chance. Whether planning for transfer or pursuing a career after graduation, Nash Community College will always be committed to students and their destination for lifelong learning.

Sincerely,

William S. Carver, II, Ed.D.
President

2015 Nash Community College Board of Trustees



Samuel Dickens, III
Chair - Rocky Mount



Paul S. Jaber
Vice Chair - Rocky Mount



Katherine Wiggins Fisher
Rocky Mount



C.E. (Sonny) Foster
Rocky Mount



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Rocky Mount



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Nashville



J. Wayne Outlaw
Rocky Mount



Danny Tyson
Spring Hope



Patricia B. Weeks
Spring Hope



Mary P. Wells
Rocky Mount



Barden Winstead, Jr.
Rocky Mount



The College



Significant Dates in the History of Nash Community College

- 1957 The Community College Act is passed by the North Carolina Legislature, providing an avenue for local governing bodies to establish an institution in their own communities.
- 1967 The first Board of Trustees of the “Nash County Technical Institute Unit” is appointed.
- 1967 Jack D. Ballard is hired as the first president of the institution.
- 1967 Nash Technical Institute is established on September 7, 1967.
- 1975 The new campus is formally dedicated.
- 1979 The college community is saddened by the untimely death of its first President, Jack Ballard.
- 1980 The second president of Nash Technical Institute is selected, Dr. J. Reid Parrott, Jr.
- 1982 The name is changed from Nash Technical Institute to Nash Technical College.
- 1983 The Nash Technical College Foundation is incorporated.
- 1987 The General Assembly gives authority to Nash Technical College to convert to a community college, enabling the college to offer the college transfer program and to change the name to Nash Community College.
- 1997 Nash Community College participates in the statewide effort of reengineering all of its curriculum programs.
- 1998 Nash Community College changes from a quarter system to a semester system. An evaluation of all curriculum programs and services was conducted to meet workforce training needs and to ease transfer of programs and courses within the community college system as well as to the four-year institutions.
- 1999 The Betsy B. Currin Child Development Center opens providing on-campus child-care and a model instructional laboratory for students enrolled in the early childhood and teacher associate programs.
- 1999 The Business & Industry Center is completed that includes the Allen H. and Winnie E. Brown Auditorium, the Continuing Education Department, bookstore, and administrative offices.
- 1999 Dr. J. Reid Parrott, Jr. retires as President of Nash Community College and is granted the title of President Emeritus.
- 2000 Dr. Katherine M. Johnson is selected as the third President of Nash Community College.
- 2000 The Julian B. Fenner Memorial Clock is given to the College as the first historical marker from Skipper Fenner Parker in memory of her late husband Julian Fenner, who served as the first Chairman of the Board of Trustees.
- 2000 North Carolina voters approve a 3.1 billion dollar Higher Education Bond Referendum providing funds for on-campus repairs, renovations and eventual construction of a science and technology building.
- 2001 The College receives a grant from the DeLeon Carter Foundation to construct the Myrtle Carter Henry Amphitheater.
- 2001 Nash Community College purchases 9.2 acres of land adjacent to the campus to be used for the future site of the Science and Technology Center.
- 2002 Reaffirmation of accreditation received by Southern Association of Colleges and Schools (SACS).
- 2002 Nash Community College celebrates 35 years of service and success.
- 2003 The Myrtle Carter Henry Amphitheater is dedicated on June 3, 2003.
- 2004 Nash Community College receives one million dollar EDA grant.

- 2004 Ground-breaking ceremony for Science and Technology Center.
- 2005 Dr. Katherine M. Johnson resigns as third president of Nash Community College.
- 2005 William S. Carver, II is selected as the fourth President of Nash Community College.
- 2005 The Science and Technology Center is dedicated on October 26, 2005.
- 2007 Nash Community College celebrates 40th Anniversary
- 2007 Nash Community College's Betsy B. Currin Child Development Center (CDC) received accreditation by the National Association for the Education of Young Children (NAEYC).
- 2008 Nash Community College Foundation celebrates 25th anniversary.
- 2009 Nash Community College Machining Department celebrates accreditation by the National Institute for Metalworking Skills (NIMS). Public Safety Training Lab is installed.
- 2010 Nash Community College purchased additional 25 acres.
- 2010 Nash Community College Medical Assisting program celebrates accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB).
- 2011 Nash Community College celebrates reaffirmation of accreditation by SACS.
- 2012 Approved bond referendum for Continuing Education and Public Services Building.
- 2012 Nash Community College celebrates 45 years of teaching and learning.
- 2012 Business and Industry Center expanded to include Culinary Arts and Hospitality Management classrooms.
- 2012 Betsy B. Currin Child Development Center expanded to include Early Childhood Education classrooms.
- 2013 Road constructed to connect south campus to Eastern Avenue.
- 2013 \$1.5 million Economic Development Administration grant received for Continuing Education & Public Services Building
- 2013 Ground-breaking ceremony for Continuing Education & Public Services Building
- 2015 The Continuing Education and Public Services Building is dedicated on June 16.

Nash Community College

Nash Community College was founded in 1967 and is a public two-year post secondary educational institution with an open door admissions policy. Approximately 12000 citizens participated in programs at Nash Community College during the 2013-2014 school year.

The College is located on 111 acres midway between Nashville and Rocky Mount, North Carolina, less than a mile off U.S. Highway 64 Bypass and US Interstate 95. While the primary service area is Nash County, the convenient location attracts students from the surrounding counties of Franklin, Wake, Wilson, and Halifax. Modern buildings including the Science and Technology Center, the Business and Industry Center, and a five-star rated Child Development Center comprise the campus physical plant.

As a comprehensive community college, eighty-six academic programs are offered, many of which lead to a degree, diploma or certificate. Included are two-year technical and college transfer programs which give the students the knowledge and expertise required for challenging careers or successful transfer to four-year colleges or universities.

Vocational, occupational, business, and industry related programs are offered which prepare students for jobs and provide a skilled workforce for the area. Additionally, the College offers Adult Basic Education, High school equivalency, and adult high school to meet the diverse needs of the citizenry in Nash County and surrounding area.

The College employs approximately 650 full and part-time faculty and staff to provide administrative and instructional services to students. The operating budget for 2011-2012 totaled approximately \$26.1 million appropriated from county, state, federal, and institutional sources.

The Catalog

Nash Community College publishes an annual catalog for the purpose of providing students and other interested persons with information about the College and its programs. The provisions of the catalog are not to be regarded as an irrevocable contract between students and Nash Community College. The College reserves the right to change any provisions, requirements, or schedules at any time or to add or withdraw courses or program offerings. Every effort will be made to minimize the inconvenience such changes might create for students. The College further reserves the right to request a student to withdraw at any time when it considers such action to be in the best interest of the College. **This catalog is valid for five years from the date of enrollment at Nash Community College.**

Americans with Disabilities

Nash Community College provides reasonable accommodations for the disabled as required by the Americans with Disabilities Act of 1990.

Affirmative Action Statement

Nash Community College does not discriminate in the recruitment of students or employees based on race, color, national origin, sex, disability or age. Recruitment efforts, both student and employee, focus on attracting a diverse body of applicants that is reflective of the College's service area. The College seeks to comply with all federal, state and local statutes, regulations and orders, including those that promote equal protection and equal opportunity.

Conflicting Policies

All policies of the N.C. Community College System and all North Carolina State Laws, Statutes or otherwise, shall take precedence over the procedures stated in this manual. All procedures or parts of existing procedures of Nash Community College in conflict with the revised procedures as stated in this manual are hereby repealed.

Non-Discrimination Statement

Nash Community College does not unlawfully discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual's race, color, national origin, sex, sexual orientation, gender, gender expression, gender identity, genetic information, disability, age, religion, or veteran status. The following resources have been designated to handle inquiries regarding the non-discrimination policies:

ADA Counselor
522. N. Old Carriage Road
Rocky Mount, NC 27804
252-451-8260

Director of Human Resources
522 N. Old Carriage Road
Rocky Mount, NC 27804
252-451-8258

For further information on notice of non-discrimination, see the list of addresses and phone numbers for Office of Civil Rights (OCR) locations that serve your area, or call (800) 421-3481. Nash Community College is an Equal Opportunity Affirmative Action College and accommodates the need of individuals with disabilities.

Visitors

Nash Community College prides itself on being an open door institution. The open door, while important to the College Mission, applies to the admissions process. The College does, however, welcome visitors and guests identified with a specific college function. For reasons of safety and security, it is necessary that Nash Community College be aware of every person on campus. Therefore, the College's visitation procedures are intended to protect the safety of students, faculty, staff, and other community constituents. All campus visitors are directed to log in, or report the nature of their visit, to the College's reception area located in the Business and Industry Center at 522 North Old Carriage Road. Persons who are not conducting business or purposely engaged in a sanctioned activity of Nash Community College may be asked to leave the premises. Anyone on the campus observed loitering will be asked for identification, and to register as a visitor, including the purpose of the visit, or to leave the premises. In the event a person is asked to leave the campus, and does not cooperate, he/she may be subject to the penalties associated with trespassing. Visitors should also note that Nash Community College law enforcement are sworn Nash County deputies, as such, they have the authority to question, detain, or arrest anyone involved in illegal acts on campus. Offenses committed by Nash Community College

students may be referred to the appropriate Nash Community College administrator and dealt with accordingly.

Community College Status

The NC General Assembly approved the College's request for community college status during the 1987 legislative session, and on July 1, 1987 the institution was named Nash Community College.

This designation permits the college to offer transfer degrees which are accepted by member institutions of the University of North Carolina and other four-year universities and colleges. Academic coursework standards have been approved and accredited for the awarding of the Associate in Arts and the Associate in Science degrees, the Associate in General Education, in addition to the Associate in Applied Science degree.

Accreditation

Nash Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate in Arts, Associate in Science, Associate in General Education, and Associate in Applied Science 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 Nash Community College.

The College is also an institutional member of the American Association of Community Colleges.

Nash Community College operates under the authority granted by the North Carolina State Board of Community Colleges.

Nash Community College is approved by the North Carolina State Board of Nursing to offer the Associate Degree in Nursing and the Practical Nursing diploma. Location: 4516 Lake Boone Trail, Raleigh, NC 27607. Mailing Address: PO Box 2129, Raleigh, NC 27602. Telephone: 919-782-3211. Website: www.ncbon.com.

The Physical Therapist Assistant program at Nash Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, VA 22314. Telephone: 703-706-3245; E-mail: accreditation@apta.org; website: www.capteonline.org.

The Cosmetology program is approved by the North Carolina Board of Cosmetic Arts.

The Computer-Integrated Machining Technology program is accredited by The National Institute for Metalworking Skills (NIMS), 10565 Fairfax Boulevard, Suite 203, Fairfax, VA 22030, 703-352-4971, www.nims-skills.org.

The Automotive Systems Technology program is accredited by the National Automotive Technicians Education Foundation (NATEF), 101 Blue Seal Drive, S.E. Suite 101, Leesburg, VA 20175.

The Medical Assisting diploma program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB), 1361 Park St., Clearwater, FL 33756, 727-210-2350.

The Phlebotomy program is accredited by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) 5600 N. River Rd. Suite 720, Rosemont, IL 60018-5119, 773-714-8880.

The Basic Law Enforcement Training (BLET) program is approved by The North Carolina Criminal Justice Education and Training Standards Commission; and The North Carolina Sheriffs' Education and Training Standards Commission.

The institution offers various courses which are approved for veterans' educational benefits.

Continuing Education

The College's Continuing Education Division has met the agency requirements to offer the following courses or programs:

- Detention Officer Certification Course - The North Carolina Sheriffs' Education and Training Standards Commission
- Emergency Medical Training - (EMTD, EMTI, EMTP) North Carolina Office of Emergency Medical Services
- Emergency Medical Dispatch (EMD) - North Carolina Office of Emergency Medical Services; and certified by Priority Dispatch, Salt Lake City, Utah
- Fire Fighter I & II - North Carolina Department of Insurance Office of the State Fire Marshal
- Insurance Pre-licensing - North Carolina Department of Insurance
- Notary Public - North Carolina Secretary of State
- Nurse Aide I & II - North Carolina Department of Health and Human Services Division of Facility Services
- Real Estate Sales Licensing - North Carolina Real Estate Commission
- Vehicle Safety Inspection - The North Carolina Division of Motor Vehicles
- Continuing Education License Renewal Classes - State Board of Examiners of Plumbing, Heating, and Fire Sprinkler Contractors

Nash Community College Calendar

FALL SEMESTER 2015

August 11	Faculty/Staff Professional Development Sessions
August 12-13	Extended Registration for Fall Semester – Curriculum
August 17	First day of Fall Semester classes – Continuing Education
August 17	First day of Fall Semester classes – Curriculum
September 7	Labor Day observed – College closed
October 1	Faculty/Staff Meeting
October 12-13	Fall Break – No Curriculum classes – Faculty/Staff workdays –
November 2	Pre-registration for Spring Semester begins – Continuing Education
November 11	Veterans’ Day observed – College closed
November 19-20	Registration for Spring Semester – Curriculum
November 24-25	No Curriculum classes – Faculty/Staff workdays
November 26-27	Thanksgiving Holidays – College closed
November 30	Last day to change from credit to audit and/or withdraw from Fall Semester classes – Curriculum
December 16	Last day of Fall Semester classes/exams – Curriculum
December 16	Last day of Fall Semester classes – Continuing Education
December 17-18	Faculty/Staff workdays
December 21-25	Christmas Holidays – College closed
December 28-31	Faculty/Staff Conservation Days – College closed (Inclement weather makeup if necessary)

SPRING SEMESTER 2016

January 1	New Year’s Day Holiday – College closed
January 4	Faculty/Staff workday
January 5-7	Extended Registration for Spring Semester – Curriculum
January 11	First day of Spring Semester classes – Continuing Education
January 11	First day of Spring Semester classes – Curriculum
January 18	Martin Luther King, Jr. Day observed – College closed
February 18	Faculty/Staff Meeting
March 25	Good Friday observed – College closed
Mar. 28-Apr. 1	Easter Break – No Curriculum classes – Faculty/Staff workdays
April 4	Pre-registration for Summer Semester – Continuing Education
April 13-14	Registration for Summer/Fall Semesters – Curriculum
April 22	Last day to change from credit to audit and/or withdraw from Spring Semester classes – Curriculum

May 10	Last day of Spring Semester classes/exams – Curriculum Follow Friday Schedule
May 11-13	Faculty/Staff workdays
May 12	Last day of Spring Semester classes – Continuing Education
May 12	Graduation (GED/Adult High School), (Nurses’ Pinning)
May 13	Graduation (Curriculum Commencement)
May 16-20	Faculty/Staff workdays (Inclement weather makeup if necessary)

SUMMER SEMESTER 2016 (8 WEEKS)

May 16	First day of Summer Semester classes – Continuing Education
May 17	Faculty/Staff Professional Development Sessions
May 23-24	Extended Registration for Summer Semester – Curriculum
May 25	First day of Summer Semester classes – Curriculum
May 30	Memorial Day observed – College closed
July 4	Independence Day Holiday observed – College closed
July 5-8	No Curriculum/Continuing Education classes – Faculty/Staff Conservation Days – College closed
July 11	Pre-registration for Fall Semester begins – Continuing Education
July 13-14	Registration for Fall Semester – Curriculum
July 19	Last day to change from credit to audit and/or withdraw from Summer Semester classes –Curriculum
July 27	Last day of Summer Semester classes/exams – Curriculum – Follow Monday Schedule
July 28-29	Faculty/Staff workdays
August 1-5	Faculty/Staff workdays
August 8	Faculty/Staff workday
August 9	Faculty/Staff Professional Development Sessions
August 12	Last day of Summer Semester classes – Continuing Education

***Calendar subject to revisions. Please visit the online catalog at
www.nashcc.edu/catalog for up-to-date information.***



Admission Requirements



Nash Community College adheres to the “Open Door” philosophy in regards to college admission. However, the College reserves the responsibility to conditionally assign students in regards to program entry. Students must meet all curriculum program standards for full acceptance and subsequent degree requirements.

Nash Community College reserves the right to refuse admission to any student who has been suspended, expelled, refused admission by, or left another educational institution due to code of conduct violation(s).

Prospective students must be high school graduates or possess the equivalent, as prescribed by the State of North Carolina or must be at least 18 years old or meet special eligibility requirements.

Curriculum Program Admission Procedures

The following required procedures must be completed prior to admittance into a curriculum program of study:

1. Completion of a NCC application. Applicants may apply online at www.nashcc.edu.
2. Submission of an official final high school transcript documenting graduation from high school or an official copy of HSE (High School Equivalency) or AHSD (Adult High School Diploma) scores. To be considered official, transcripts must be unopened and received directly from the institution attended. All transcripts become the property of Nash Community College and cannot be reproduced or returned to the student. Faxed copies are not considered official transcripts. The College will recognize high school diplomas from regionally and nationally accredited schools or home schools registered with the state. In order for a student to be fully admitted to their program, the transcript must be received within 30 days of their first semester enrolled.
3. Students with an A.A.S. degree or higher may submit a college transcript in place of a high school transcript with the exception of applicants seeking Veteran's (VA) benefits. Students seeking VA benefits must submit a high school transcript and all college transcripts before being eligible for certification.
4. Completion of Course Readiness Assessment (CRA). Students may submit SAT or ACT scores in lieu of taking a CRA (5 years current from first date of enrollment into Nash Community College). College graduates not transferring math credit must take the math diagnostic assessment. Assessment hours are posted on the College web site at www.nashcc.edu. Established minimum scores required on the SAT and ACT are described under “SAT and ACT Scores.” Students having graduated high school within 5 years from the first date of enrollment into Nash Community College may be exempt from completing the assessment. Please see “Placement by High School GPA.”

5. A conference with a counselor for the purpose of reviewing assessment scores and selecting educational goals.
6. Students seeking admittance to Health Sciences programs should reference the section titled "Admission to Health Sciences Programs" for additional program applications steps.

Placement By High School GPA

Admissions will only evaluate high school Grade Point Averages based on submission of official high school transcripts. A student may be eligible to enroll directly into college level gateway courses based on their unweighted high school Grade Point Average (GPA) if they meet the following criteria:

1. The student graduated from high school within five years prior to their first date of enrollment with Nash Community College.
2. The student has at least a 2.6 unweighted GPA. (Current high school seniors, who apply to the College before high school graduation, may be evaluated based on their GPA at the end of their first semester.)
3. The student must demonstrate completion of qualifying math courses.

Readmission Procedures

Students who return after an absence of more than two years shall complete a new application for admission to update student information. Students returning to a curriculum program must follow current program admission procedures and requirements.

Course Readiness Assessment for Enrollment

Nash Community College uses multiple measures to assess students for enrollment into gateway courses for each degree or diploma program (see exceptions that follow regarding degree holders and transfer students). Students can meet enrollment requirements for gateway courses in one of three ways:

1. Official High School Transcript - High school graduates, who graduated within 5 years of enrollment, must provide an official high school transcript for evaluation. For enrollment into most gateway courses applicants need an unweighted GPA of 2.6 or higher and demonstrate completion of qualifying math courses. High school transcripts are valid for five years from high school completion date.
2. SAT and/or ACT scores - Applicants with SAT and/or ACT scores can enroll in gateway courses if their scores meet the following criteria:

Gateway courses with math prerequisites

SAT Math > 500

ACT Math > 22

Gateway courses with English and Reading prerequisites

SAT Critical Reading > 500

ACT Reading > 22 or ACT English > 18

SAT/ACT scores are valid for five years.

3. **Course Readiness Assessment** – Applicants who do not meet the above criteria for enrollment into gateway courses can take one of the College’s approved course readiness assessments. Currently Nash Community College offers two forms of assessment approved for placement purposes. Those assessments are the College Board’s Accuplacer and the North Carolina Diagnostic Assessment and Placement (NCDAP).

Requirements to take a Course Readiness Assessment (CRA):

To qualify to take the CRA an applicant must:

1. Apply to Nash Community College
2. Have a valid driver’s license or state-issued ID
3. Be prepared to test for approximately 2 to 4 hours (depending on the assessment)

Special note: Personal calculators are not allowed, one will be provided on the computer screen.

To test, applicants must obtain a testing slip from Student and Enrollment Services or schedule the test in advance. The assessment is administered in the library. After testing, the student must return to Student and Enrollment Services to meet with a counselor to discuss the scores and their next steps.

Transferring CRA Scores to Another School:

Nash Community College proudly offers all assessments to Nash Community College students at no charge. However, individuals interested in taking the College Board’s Accuplacer assessment at the College with the goal of transferring the scores to another school must pay a \$20.00 fee at the cashier’s window before testing. The North Carolina Diagnostic Assessment and Placement (NCDAP) is available on Friday and the administration of the NCDAP to individuals transferring the scores to another school will be based on the above stated criterion and scheduling availability. The fee will be waived if the applicant has previously attended Nash Community College and now wishes to transfer.

The Following is a Detailed Description of each CRA the College Offers:

ACCUPLACER

College Board's Accuplacer is a computerized placement test that is divided into three sections: Reading Comprehension, Sentence Skills, and Arithmetic / Elementary Algebra. (A College Math assessment is also available if an applicant qualifies with appropriate test scores and/or other forms of multiple measures placement). Accuplacer assessments are currently offered Monday - Thursday from 8:30am to 4:00pm. (Testing is available on Fridays by appointment only). Extended hours of testing are available during times of registration. Written portions of the CRA are available for students needing accommodations; however, proper documentation will be required.

Accuplacer Reassessments

Accuplacer scores are valid for five years from the date the assessment was given. Applicants are allowed to test twice in a 12-month period; however, prior to taking the assessment a second time, it is recommended that students study independently to upgrade deficiencies. Students may review sample assessment questions on the College's website (www.nashcc.edu/cra) or by visiting Accuplacer's website (www.accuplacer.com).

Accuplacer Math Placement

The following Accuplacer scores are required to enter the math classes listed below:

- Arithmetic score 20-29 = Student must see a counselor to determine further steps
- Arithmetic score 30-54 = Student begins enrollment in DMA 010
- Arithmetic score 55-120 = Student needs to take the Elementary Algebra Accuplacer Assessment
- Elementary Algebra score 20-54 = Student begins enrollment in DMA 040
- Elementary Algebra score 55-74 = Student begins enrollment in DMA 060 or (if program requires MAT 143)
- Elementary Algebra score $75 \leq$ = Student may begin gateway math (MAT 121, 143, or 171)

**Students must check with an advisor to determine which math classes are necessary for their particular program.*

Accuplacer English Placement

The following Accuplacer scores are required to enter the English classes listed below:

**Accuplacer Reading and Sentence Skills Assessment scores are added together to determine placement. After testing, students must see a counselor in Student and Enrollment Services, Building A, to determine English placement.*

- Reading Comp PLUS Sentence Skills score 40-71 = Student must see a counselor
- Reading Comp PLUS Sentence Skills score 72-91 = Student begins enrollment in DRE 096
- Reading Comp PLUS Sentence Skills score 92-128 = Student begins enrollment in DRE 097

- Reading Comp PLUS Sentence Skills score 129-165 = Student begins enrollment in DRE 098
- Reading Comp PLUS Sentence Skills score 166 < = Student begins enrollment in ENG 111

NCDAP

The North Carolina Diagnostic Assessment and Placement (NCDAP) is the newest form of assessment at the College. The NCDAP assesses students from a diagnostic level and places them in each class for which they show deficiencies.

Scheduling

Unlike Accuplacer, the NCDAP is currently offered by appointment only through Student and Enrollment Services. NCDAP will be administered every Friday in the library. Students interested in taking the NCDAP need to register for a predetermined time slot. If a student misses the appointment, they may be asked to reschedule. Because the average testing time to complete all sections of the NCDAP is approximately four hours, it is highly recommended that students schedule tests on multiple days instead of one sitting. Additionally, students may not exceed two attempts in one calendar year. Therefore, preparing for the NCDAP is very important. Students who register for a timeslot will be highly encouraged to utilize the College's website (www.nashcc.edu/cra) or Accuplacer's website (www.accuplacer.com) for study help. A study app for smartphones and tablets is available on Accuplacer's website. Written portions of the NCDAP are available to students needing accommodations; however, documentation will be required.

NCDAP Math Placement

The NCDAP math placement is divided into six sections. Each section equates to one of the College's DMA math modules (DMA 010, 020, 030, 040, 050, and 060). A student with a score of 1-6 will need to take the corresponding DMA module. A score of 7-12 in any of the sections indicates a student has displayed mastery of that module and will not have to register for that particular DMA.

Special Notes:

- Scoring a 1 on the DMA 010 section will require the student to see a counselor.
- Showing mastery of any section does not exclude a student from taking the modules preceding it. For example, a student who scores a 7-12 in DMA 020, but does not score at least a 7 in any other module, will need to register for DMA 010, skip DMA 020, then continue with DMA 030. Registration will always need to be in order of the lowest DMA number and up.
- Students with a score of 1-6 on the DMA 060 section must take DMA 060, 070, and 080 in order. However, if a student scores a 7-12 on the DMA 060 section, credit will be given for DMA 060, 070, and 080 and the student may proceed to the gateway math class.

*Students are encouraged to check with an advisor to determine which math classes are required for their program to ensure all DMA prerequisites have been met.

SAT and ACT Scores

SAT or ACT scores may be used in place of the Course Readiness Assessment (CRA). Scores must be 5 years current from first date of course enrollment. Required SAT or ACT scores for math, reading and writing are described as follows:

Math: Students must have a minimum score of 500 on the math portion of the SAT or a minimum of 22 on the math portion of the ACT. Students who do not achieve established minimum math scores on the SAT or ACT are required to take the Math Diagnostic Assessment.

Reading & Writing: Students must have a minimum score of 500 on the critical reading or writing portion of the SAT, or a minimum score of 22 on the reading portion of the ACT, or a minimum score of 18 on the English portion. Students who do not achieve established minimum reading or English scores on the SAT or ACT are required to take the reading and writing portions of the CRA.

Degree Holders

Students with a four-year degree from an accredited college or university are not required to take the Course Readiness Assessment (CRA) provided non-fundamental corequisites and prerequisites have been met and documented by an official transcript. Students with a four-year degree not meeting the mathematics corequisite or prerequisite must take the Math Diagnostic Assessment before enrolling in a math course or a course with a non-fundamental math prerequisite.

Students who have an A.A.S. degree are not typically required to take the CRA unless they are seeking admission to College Transfer and have not met the program admission requirements. However, non-fundamental corequisites and prerequisites must be met and must be documented by an official transcript from a regionally or nationally accredited school

Admission by Transfer

Nash Community College will accept transfer students from other regionally or nationally accredited universities or colleges provided that such students complete the required admission procedures and provide an official transcript from the institution(s) previously attended. Transcripts must be evaluated by the College Registrar. Educational work completed from recognized and accredited post-secondary institutions may, where applicable, be credited toward the requirements of a degree, diploma, or certificate program at Nash Community College. Transfer credit is the sole responsibility of Nash Community College. For additional information, see "Transfer of Credit Between Institutions".

Admission of Veterans Administration (VA) Educational Benefits Recipients

Students who are eligible to receive VA educational benefits are required by law to furnish official written records (Official Transcripts) of all prior education and training. Such records will be evaluated and credit may be granted toward graduation requirements. No person shall be certified to the Veterans Administration for the purpose of receiving VA educational benefits until such records are on file. Please contact veterans@nashcc.edu for questions or additional information.

Admission of Non-Degree Seeking Students

A classification of non-degree seeking student is designed for high school graduates or non-graduates who are 18 years of age or older and want to enroll in courses without declaring a major program of study. Non-degree seeking students will be permitted to accumulate eighteen (18) credit hours before completing program admission requirements. Upon completion of eighteen (18) credit hours, non-degree seeking students must talk with a counselor prior to registration to declare a program of study and complete registration in individual classes. When the student selects a program of study, appropriate credits earned as a non-degree student will be accepted toward meeting the requirements for graduation. Once a program of study is declared, students must register for the appropriate English and Math courses associated with the declared program of study. Students declaring a program of study must meet all Curriculum Program Admission Procedures. Non-degree seeking students are ineligible for Title IV Funding.

Career and College Promise Program

North Carolina Legislative Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program.

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:

1. College Transfer Pathway leading to a college transfer certificate;
2. Career and Technical Education Pathway leading to a certificate, diploma, or degree;

3. Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115C of the General Statutes.

Nash Community College developed and offers these structured opportunities for qualified high school juniors and seniors to enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise enable students who continue into postsecondary education after graduating from high school to complete a postsecondary credential in less time than would normally be required. For complete program requirements, required test scores, and detailed information about all three program pathways, go to the College website at www.nashcc.edu/ccp

Career Technical Education Pathway

The Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Clusters.

College Transfer Pathway

The College Transfer Pathway leads to a college transfer certificate requiring the successful completion of at least thirty (30) semester hours of transfer courses, including English and mathematics, for qualified junior and senior high school students

Cooperative Innovative High Schools Pathway

Nash-Rocky Mount Public Schools (NRMPS) Early College High School represents a partnership between the NRMPS and Nash Community College to implement a Cooperative Innovative High School program. NRMPS-Early College High School is designed to introduce students to the college setting in their sophomore year of high school by taking Nash Community College courses. The school offers a five-year program through which students have the opportunity to earn both their high school diploma and an associate degree by successfully completing two years of transferable college credit. For additional information regarding the NRMPS-Early College High School, please refer to their web site at <http://nrms.schoolwires.net/nrmechs>.

Basic College Transfer Pathway Requirements

1. Junior/Senior Only
2. 3.0 Weighted High School GPA (minimum)
3. Required college readiness test score— All 3 Categories (English, Reading, and Mathematics) See provisional waiver requirements.
4. Meet all course prerequisites (NCC Catalog)
5. Complete a Career and College Promise Application each semester. Submit an official high school transcript during the first semester attending NCC each calendar year.

Basic Career & Technical Education Pathway Requirements

1. Junior/Senior Only
2. 3.0 Weighted High School GPA (minimum) or High School Principal/Designee approval
3. Meet all course prerequisites as stated in the NCC Catalog.
4. Complete a Career and College Promise Application each semester. Submit an official high school transcript during the first semester attending NCC each calendar year.

College Readiness Provisional Waiver

A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet all of the following criteria:

- Have a cumulative weighted GPA of 3.5
- Have completed two years of high school English with a grade of 'C' or higher
- Have completed high school Algebra II (or a higher level math class) with a grade of 'C' or higher
- Obtain the written approval of the high school principal or his/her designee
- Obtain the written approval of the community college president or his/her designee.

A Provisional Status student may register only for college mathematics and college English courses within the chosen Pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of 'C' or higher.

To maintain eligibility for continued enrollment, a student must:

- Continue to make progress toward high school graduation
- Maintain a 2.0 GPA in college coursework after completing two courses
- Enroll in one Core 44 College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

Home School Career and College Promise Requirements

In addition to meeting the above requirements for the Career and College Promise program, the home school student must meet additional requirements prior to enrollment, as outlined below.

The home school administrator must provide evidence that the home school is abiding by laws regulating home schools in North Carolina and is currently registered with the NC Division of Non-Public Education. This means that the administrator must have a school approval number, a charter for the school, or documentation that denotes approval from the NC Division of Non-Public Education. The administrator must provide copies of this

information with the application. The home school administrator must also submit an official transcript from the home school, including student GPA using a 4.0 scale. Note that NCC does not accept transcripts from non-accredited correspondence schools. If the home school administrator does not have the proper certification, the student cannot register as a Career and College Promise student at Nash Community College.

Continuing Education Enrollment

Please contact the Continuing Education department concerning enrollment in Continuing Education classes.

Admission of Undocumented Immigrants

In accordance with the North Carolina Administrative Code (23 NCAC 02C .0301), the College will adhere to the following policy with regards to admission of undocumented immigrant students. As defined by the code, an undocumented immigrant is an immigrant who is not lawfully present in the United States. North Carolina community colleges shall admit undocumented immigrants under the following conditions:

1. Community colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law.
2. When determining who is an undocumented immigrant, community colleges shall use federal immigration classifications.
3. Undocumented immigrants admitted under Subparagraph (b)(1) of this Rule must comply with all federal and state laws concerning financial aid.
4. An undocumented immigrant admitted under Subparagraph (b)(1) of this Rule shall not be considered a North Carolina resident for tuition purposes. All undocumented immigrants admitted under Subparagraph (b)(1) of this Rule must be charged out of state tuition whether or not they reside in North Carolina.
5. When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants.
6. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

International Student Admission

Nash Community College welcomes students from all countries who are interested in pursuing a diploma or associate degree. Nash Community College has been approved to issue US Department of Justice Certificate of Eligibility (Form I-20AB) forms for qualified international students seeking diplomas or associate degrees in M-1 or F-1 status.

International students interested in attending Nash Community College may choose from a wide selection of diploma and associate degree programs.

International students on M-1 or F-1 student visas must be enrolled full-time. Full-time enrollment is a minimum of 12 semester credit hours each for both the fall and spring semesters. Additional credit hours may be required in certain programs or if applicants place into fundamental courses in Math and English. Any student who fails to maintain full-time status without prior approval from the Office of Admissions will have their SEVIS record terminated.

International students are accepted for the Fall term. The entire application packet (Nash Community College application, the International Application Supplement, Affidavit(s) of Support, official high school and college transcripts translated in English, TOEFL scores, and additional Course Readiness Assessments) should be received by the Admissions Office by March 1 for an August date of entrance. The applicant may contact the Director of Admissions at admissions@nashcc.edu for an international student admission packet.

International Student Admission Requirements:

Application for Admission: Complete all sections of the application. The application must be submitted with all required documentation.

1. International Application Supplement: Complete and return the Application Supplement. This provides Nash Community College with vital information to complete the application process.
2. Financial Support: Affidavit(s) of Support must be notarized and a notarized bank letter and/or bank statement must be attached verifying that the applicant has \$17,928 for the first year or the equivalent for tuition, books, supplies and living expenses. The applicant may submit multiple affidavits if more than one person or agency will be helping fund higher education. Financial aid is not available and US federal regulations (3F.7.1) prohibit international students from working during the first full year of study. Therefore, the applicant should not seek employment or apply for financial aid as a means of financing his/her education while attending Nash Community College.
3. Responsibility Statement: Applicants must have a local sponsor who resides in this area of North Carolina. The US citizen must provide a notarized affidavit that he/she will assume

all responsibility for sponsoring and assisting the applicant as may become necessary for the applicant to pursue his/her educational objective at Nash Community College.

4. **High School and College Transcripts:** An official high school transcript must be included with the application. If the original transcript is not in English, an official translated copy from a transcription service must be included. Nash Community College does not provide translation services for transcripts. The transcript must indicate the courses completed, the highest level completed, and the date of completion. The applicant must be a high school graduate. Students must submit official transcripts from all post-secondary institutions attended.
5. **TOEFL Requirements:** Applicants must take the Test of English as a Foreign Language (TOEFL) and have the results sent to Nash Community College. Students must achieve a total score of at least 550 on the paper-based tests, a 213 on the computer-based tests, or an 80 on the internet-based (ibt). Nash Community College does not offer special English as a Second Language (ESL) classes. The TOEFL is not required of students if their native language is English.
6. **Course Readiness Assessment (CRA):** Nash Community College applicants are required to complete the CRA or submit appropriate SAT or ACT scores. International students will be required to complete the CRA prior to registering for classes. Applicants may access CRA reference materials at www.nashcc.edu/course readiness assessment.

Upon receipt of all of the above items, the applicant's file will be reviewed for the admission decision. If the application is approved, the applicant will receive a U.S. Department of Justice Certificate of Eligibility (Form I-20AB) and a formal letter of acceptance.

I-20AB recipients are required to pay the SEVIS (Student and Exchange Visitor Information System) I-901 Fee of \$200 US dollars. For more information on the I-901 fee, applicants may go to the SEVP web site (www.ice.gov/sevis) and review the I-901 Frequently Asked Questions.

NOTE: No dormitories are available. Students must live with the sponsor or find suitable housing. The only public transportation is bus service from the City of Rocky Mount or taxi-cab service. There are no special advising and/or special services available to international students.

Student Residence Classification Policy

To qualify for in-state tuition, a legal resident must have maintained a domicile in North Carolina for at least the twelve months immediately prior to classification as a resident for tuition purposes. In order to be eligible for such classification, the individual must establish and maintain a bona fide domicile rather than a mere temporary residence prior to enrollment in an institution of higher education.

Regulations concerning the classification of students by residence for purposes of application 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 of policy on this subject. A copy of the manual is available online at www.northcarolina.edu/legal/residence/committee/manual/Residence_Manual_Aug_2010.pdf

When a student classified as an out-of-state resident works at a North Carolina business location and the employer is paying the tuition and fees for the student to attend the college, the employer shall be charged the in-state tuition rate. If tuition is paid by an employer or government agency, a signed letter of authorization must be submitted to the Admission Office and the Business Office before the student registers.

Student Due Process Admission Procedure

Any person applying for admission or re-admission to Nash Community College who feels that he/she has been aggrieved by an admission or residency decisions of the College may appeal such decision, within fifteen (15) working days of its mailing or other delivery to the student, to the Vice President for Student and Enrollment Services. The Vice President for Student and Enrollment Services will review the student's appeal and respond within seven (7) working days with a final decision.

Residency Appeal Process

A student wishing to appeal their residency classification may complete an "Application for Classification as a Legal Resident of North Carolina for Tuition Purposes" with the Office of Admissions. The controlling North Carolina statute (G.S. 116-143.1) requires that "To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her classification as a resident for tuition purposes". Therefore, a student wishing to appeal their residency status will be asked to demonstrate that his/her presence in the state is for the purpose of maintaining a bona fide domicile and not a temporary residence incident to enrollment in an institution of higher education. Mere physical presence for 12 months is not sufficient for qualification.

Criteria to determine North Carolina residency for tuition purposes include, but are not limited to:

If the student is 18 years old or older and is financially independent (is not claimed as a dependent on anyone else's federal or state income tax, and does not receive financial support from parent, parent with custody, or legal guardian), the student should:

- Have been physically present in the state for a minimum of 12 months.
- Have filed state and federal income taxes in North Carolina during the past 12 months.
- Have acquired a North Carolina driver's license, and registration and insured a motor vehicle in North Carolina within a reasonable amount of time subsequent to establishing domicile in the state.
- Have a permanent home in North Carolina where he/she resides on a permanent basis.
- Show that he/she has personally financed the past 12 months in North Carolina.

If the student is a dependent (receives financial support from parents, parent with custody or legal guardian), the parents, parent with custody, or legal guardian must meet all criteria listed above.

Other items considered in all cases:

- Voter registration
- Purchase of Real property
- Organization membership
- Paid state intangible tax

No one of the above criteria is an absolute in qualification or non-qualification for residency for tuition purposes. A preponderance of the evidence is used in determining residence status.

Tuition, Fees and Other Expenses

Nash Community College receives financial support from local, state, and federal sources, making it possible to offer students educational opportunities at minimal cost. The tuition fee is set by the North Carolina General Assembly and is subject to change without notice. The cost of textbooks, laboratory fees, supplies, and college activity fees vary by curriculum and are an additional expense.

Payment of tuition and fees must be arranged at the time of registration. If tuition is not cleared on the day of registration, the student will be dropped from all classes.

Students may be eligible to receive education tax credits that can offset some expenses. There are two education credits available, the American Opportunity Credit and the Lifetime Learning Credit. Students should refer to IRS Publication 970, Tax Benefits for Education for further information.

Student Activity Fee

The Board of Trustees of Nash Community College has approved a \$5.00 per credit hour (\$35.00 max) student activity fee. This fee entitles a student to participate in all Student Government Association activities, and to have coverage under the College's Student Accident Insurance Plan.

Student Technology Fee

The Board of Trustees of Nash Community College has approved a Student Technology Fee of \$6.00 per credit hour to a maximum of \$48.00 per semester. This fee entitles a student use of computers and other technology services.

College Access Parking and Security (CAPS) Fees

The Board of Trustees of Nash Community College has approved a CAPS Fee of \$14.00 per semester. This fee is used to address security, safety, and parking needs on campus.

Student Accident Insurance

All students who register for curriculum classes are insured for accidental injuries which may occur while in class or on college property. This coverage does not apply to commuting time between home and class.

Students in Continuing Education classes may acquire student accident insurance at a minimum cost per session. This charge may be required for some Continuing Education classes.

Information regarding detailed coverage of this policy may be obtained from the Student and Enrollment Services Office or by visiting the College website at www.nashcc.edu/studentaccident.

Student Health Insurance

Nash Community College is pleased that students have an opportunity to purchase medical, vision, and dental insurance coverage through a group plan designed for community college students and their families. The Community College Student Insurance medical plan and vision plan are offered by United Healthcare and the dental plan is offered by Humana. United Healthcare and Humana are responsible for enrollment, eligibility verification, benefits administration, and premium collection for the plans. The program requires a minimum of 3 credit hours per semester. It is important to note that NCC does not specifically endorse this plan or these providers. The plan is a voluntary option for our students. Interested students should contact the plan provider to directly enroll or compare with other plans. For additional information, please call the plan provider at 1-800-509-6988 or visit www.studentccsi.com.

Refund Policy – Curriculum Credit Courses

1. A refund shall not be made except under the following circumstances:
 - a. A 100 percent refund of tuition shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100 percent refund of tuition and activity

- fees if the class in which the student is officially registered fails to “make” due to insufficient enrollment.
- b. A 75 percent refund of tuition shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.
 - c. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund of tuition shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund of tuition shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
 - d. For contact hour classes, use 10 calendar days from the first day of the class(es) as the determination date.
 - e. No refund will be made on such fees as student activity, technology, diploma, CAPS, cap and gown fee, etc.
2. To comply with the applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule.
 3. The refund policy is set by the State Board of Community Colleges and is subject to change without notice.
 4. Where a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

Textbooks, Supplies and Other Costs

The cost of textbooks and supplies will vary according to the curriculum. Textbooks and supplies may be purchased at the college bookstore as well as the online bookstore. Textbook and other information is available online at <http://www.nashcc.edu/bookstore>.

In addition to textbooks and supplies, individual programs may require additional costs for uniforms, malpractice insurance, assessment tests, state licensing exams, criminal background checks, drug screens, etc.

Students in the Electrical/Electronics Technology, CISCO Certificate, Machining, and Architectural Technology program are required to purchase basic tools. Tool costs are available from the respective department.

Intellectual Property Rights

In an educational and academic environment, the development of creative, original, and scholarly works of various forms is encouraged and supported. A wide variety of legal protections governing copyrights, patents, trademarks, and trade secrets exist for the benefit of the author and the supporter of such projects. The rights of faculty, staff, students, and the College in the creation of intellectual property should be protected to the fullest extent of the law. Negotiated agreements are encouraged whenever possible to protect the rights of all parties involved in the creation of intellectual property, particularly when the potential exists for monetary gain. Intellectual property includes, but is not limited to, scientific discoveries or inventions, computer software, scholarly publications, works of art, movies, dramatic productions, etc.

The College has no intellectual property rights for works created by faculty, staff, or students as the result of individual initiative outside of the scope of regular job duties or traditional scholarly work created for academic purposes, as long as no more than incidental use of College facilities is made. The author retains responsibilities for securing copyrights and/or patents, and receives sole benefit and royalties from dissemination of the works. While the author retains intellectual property rights of traditional scholarly work, the College retains the right to unlimited, royalty-free use of works created for academic purposes using College resources. To avoid a dispute or concern about the ownership of intellectual property, the faculty, staff, or student should obtain clarification prior to creation. If significant use of institutional resources is anticipated, the faculty, staff, or student and the College should agree in writing before the project begins regarding use of facilities, rights to the work product, sharing of benefits related to commercialization of the product, and rights and ownership of the products of any such projects. Intellectual property right disputes involving students is addressed using the due process review by the Student Affairs Committee and described in the Catalog in the Student and Public Grievance/Complaint Procedure.

Distance Education

Nash Community College's Distance Education program's mission is to provide quality academic, workforce, and community service programs that meet the educational needs of its distance learning student. The Distance Education program is committed to advancing the quality of our distance learning education to meet or exceed the standards of our courses delivered in an online, hybrid, or virtual setting.

Distance Education Course Definitions

Online Course (OL) – A course in which instruction and materials are presented entirely online using a Course Management System (CMS). Completion of a mandatory Enrollment Verification activity is required by every online student within the first 10% point for each online course.

Hybrid Course (H) – Hybrid classes combine the best elements of traditional face-to-face instruction with online instruction, where a portion of instruction takes place online and required face-to-face classroom sessions are appropriately predetermined by the instructor. Both face-to-face and online components must be integrated, and a required face-to-face meeting will occur within the first 10% point of the course. A schedule of expected on-campus class sessions will be made available by the instructor in a Course Management System (CMS) at the beginning of each hybrid course.

Virtual (V) – A virtual class is synchronous, face-to-face instruction provided through two-way audio and video technology, where instructors and distance learning students are connected virtually and communicate at predetermined times. Students are required to have access to a computer with a webcam with microphone and high-speed internet connectivity.

Moodle

Moodle is the primary course management system used to facilitate distance education courses at Nash Community College. Every enrolled curriculum student will receive Moodle login credentials. Login instructions are provided at moodle.nashcc.edu. For security purposes, sharing your student login credentials is prohibited.

Nash Community College requires all faculty members to make their contact information, and course syllabus available in Moodle. Faculty utilize Moodle to include supplemental handouts and resources, grades, and assignment submission links. Other forms of supplemental online instruction may be used in addition to Moodle. Students are encouraged to have independent access to the Internet as a supplemental part of every Nash Community College course.

North Carolina Video Over Internet Protocol (NCVIP) – Information Highway / LEARN InSync

Video conferencing services at Nash Community College allow face-to-face interaction in real time with two-way video and audio communication. Video conferencing technology is a tool that can be used to increase productivity, reduce travel expense, and quickly bring together a number of geographic locations around the State, the nation, and the world.

Online Courses

The College provides courses online via the Internet and shall follow the requirements below in the offering of these classes. It is assumed by the College that any student who enrolls in an online course is acquainted with the Internet, a word processing program, web searches, the use of a web browser, and communicating via e-mail. The student will have a Student Email account provided by the College.

1. The three criteria for establishing an online course are listed below:

- a. The course content is consistent with the mission/purpose of the College.
 - b. The need for the course to be taught in this manner is student-driven.
 - c. The required development lead time and resources to offer the course are adequate and available.
2. Students shall follow the general admission procedures of the College and shall register for the course as the semester schedule indicates (note Admission requirements in the College Catalog).
 3. Online (OL section) courses officially begin the first day of the semester and will not be made available to students until the first day of the semester. Every student in an online (OL) course is required to complete the Enrollment Verification Activity or first course assignment within the first 10 percent point of each online (OL) course in order to remain enrolled in the course. Completion of the Enrollment Verification Activity or first course assignment indicates that an online (OL) course student verifies his or her enrollment and attendance in the online (OL) course. Online (OL) courses are to be made unavailable to any online (OL) course student who does not complete the Enrollment Verification Activity or first course assignment within the first 10 percent of the course. Furthermore, the student is to be marked as a “no show” (NS) in WebAdvisor attendance tracking. Instructors are responsible for submitting a 10 percent Census Report to the Associate Dean of Institutional Effectiveness after the predetermined 10 percent point of each online course.
 4. Online course requirements, prerequisites, grading and transfer credit shall be consistent with the course, when taught in the traditional manner.
 5. If a text is required for the online course, it shall be consistent with the course, when taught in the traditional manner.
 6. Satisfactory progress and required attendance will be monitored by assessing the completion of assignments by their respective due dates as noted on the online course outline.
 7. Students will evaluate the course and the instructor for Fall and Spring courses in accordance with the established evaluation procedure of the College by the thirteenth week of each semester.
 8. Students taking online courses are subject to the Academic Progress Policy of the College, as stated in the College Catalog.

Admission to Brewing, Distillation, and Fermentation Program

Students entering the Brewing, Distillation, and Fermentation program must be 21 years of age or older in order to be accepted into the program. Applicants who wish to start on general education studies prior to their 21st birthday may enroll as a Special Credit student until they reach 21 years of age.

Admission to Health Sciences Programs

Criminal Background Checks and Drug Screens

Criminal background checks and drug screens are not required for admissions to the Health Sciences programs. However, students can expect to submit to criminal background checks (state and/or federal, which may also include fingerprint, sex offender index, social security verification, and health care fraud and abuse) and drug screens in order to meet regulatory criteria of facilities participating in the clinical education component of the Health Sciences program once admitted to the program. The Health Sciences faculty recognizes and is fully supportive of clinical facilities mandating criminal background checks and/or drug screens on students in the program.

If a clinical facility prohibits a Health Sciences student from participating at the facility based on the results of the criminal background check and/or drug screen, the student will be dismissed from the respective Health Sciences program. No alternative clinical experience will be arranged on behalf of the student, resulting in the inability of the student to meet the curriculum requirements of the program. Students are encouraged to follow due process procedures described in respective Health Sciences program Student Handbooks should they feel ineligibility was determined as a result of false or inaccurate information.

Students can expect to absorb all costs related to criminal background checks and/or drug screens. Specific procedures will be provided to students in the Health Sciences program upon acceptance and enrollment.

Students should also expect to submit to a criminal background check, at their own cost, when seeking eligibility for state licensure or national certification.

Admissions to Associate Degree Nursing (Day Option)

A. Nash Community College Application

Students must complete an application for admission to Nash Community College by January 30 before beginning Step I. Submission of high school transcripts is also required for program admissions (See Curriculum Program Admission Procedures).

B. Associate Degree Nursing Program Application Process

Step I: Submit an Associate Degree Nursing program application to the Health Sciences Admissions Coordinator by February 1 for consideration for admissions in the following fall semester (August). To be eligible for a program application, the student must meet the following criteria:

1. Students must be eligible for enrollment in ENG 111.
2. Students must demonstrate placement out of or completion of all fundamental math modules - DMA 010 through DMA 080.
3. The student's overall grade point average must meet or exceed 2.000.
4. Students must complete a Nurse Aide I program and demonstrate current certification on the North Carolina Registry for Certified Nursing Assistant I (CNAI). The student is responsible for providing documentation to the Health Sciences Admissions Coordinator upon program application.

Note: Students must meet the prerequisite requirements for BIO 168 by fall semester of desired program entry date. Additionally, only letter grades of "C" or higher in non-nursing courses and nursing (NUR) courses with a numerical grade of "77" or higher will count toward completion of the Associate Degree Nursing degree.

Step II: Eligible applicants will be invited to take the Test of Essential Academic Skills (TEAS) by March 15. Testing will be offered at Nash Community College and allowed once per calendar year. Test scores are valid for two years. The higher score will count towards admission. Students will be required to pay \$55.00 to take the TEAS. Picture ID is required at the testing site. Nash Community College will only accept TEAS scores that are directly transferred from ATI.

C. Determination of Admission Status

Step III: Should there be more qualified applicants than space available, applicants are ranked and selected for admission based on the following criteria:

1. TEAS percentage score.
2. Successful completion of the following courses with a grade of "C" or higher by the program application deadline of February 1:
 - BIO 168 Anatomy & Physiology I 2 Points
 - BIO 169 Anatomy & Physiology II 2 Points
 - CHM 130/130A Intro to Chemistry/Lab 2 Points
 - MAT 171 Precalculus Algebra 2 Points

3. An earned degree (Associate, Bachelor, etc.) will score 2 points in the ranking of students.
4. Current NAll status by the NCBON will score 1 point in the ranking of students. Documentation must be submitted to the Health Sciences Admissions Coordinator by the application deadline.
5. A student currently enrolled at the College will score 1 point in the ranking of students.
6. A letter of conditional admission will be sent to the student.

Step IV: Applicants will be notified of their admission status by mail utilizing the address on file at the College. All additional correspondence will occur through the College's student email. Applicants notified of conditional admission must complete the following steps by specified dates to be accepted into the ADN Program:

1. Submission of a completed physical examination form. The physical exam can be performed within a time frame of 12 (twelve) months prior to enrollment for the fall semester.
2. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended immunizations for students working in the health care environment.
3. Submission of evidence of current Health Care Provider CPR certification.

Admissions to Associate Degree Nursing Program (Evening Option)

A. Nash Community College Application

Students must complete an application for admission to Nash Community College by May 18 before beginning Step I. Submission of high school transcript is also required for program admissions (see Curriculum Program Admission Procedures).

B. Associate Degree Nursing Program Evening Option Application Process

Step I: Submit an Evening Option Associate Degree Nursing program application to the Health Sciences Admissions Coordinator. Applications for the next cohort will be accepted September 1, 2015 - May 20, 2016 for consideration for admissions in the following fall semester (August 2016). To be eligible for a program application, the student must meet the following criteria:

1. Students must demonstrate placement out of, or completion of, all fundamental math modules - DMA 010 through DMA 080.

2. All non-NUR prefix curriculum coursework must be completed by the application deadline.
3. The student's overall grade point average must meet or exceed 2.000.
4. Students must complete a Nurse Aide I program and demonstrate current certification on the North Carolina Registry for Certified Nursing Assistant I (CNAI). The student is responsible for providing documentation to the Health Sciences Admissions Coordinator upon program application.

Note: Only letter grades of "C" or higher in non-nursing courses and nursing (NUR) courses with a numerical grade of "77" or higher will count toward completion of the Associate Degree Nursing degree.

Step II: Eligible applicants will be invited to take the Test of Essential Academic Skills (TEAS) by June 15. Testing will be offered at Nash Community College and allowed once per calendar year. Test scores are valid for two years. The higher score will count towards admission. Students will be required to pay \$55.00 to take the TEAS. Picture ID is required at the testing site. Nash Community College will only accept TEAS scores that are directly transferred from ATI.

C. Determination of Admission Status

Step III: Should there be more qualified applicants than space available, the following criteria will be used to determine those selected for admission:

1. TEAS percentage score.
2. An earned degree (Associate, Bachelor, etc.) will score 2 points in the ranking of students.
3. A student currently enrolled at the College will score 1 point in the ranking of students.
4. Current NAI status by the NCBON will score 1 point in the ranking of students. Documentation must be submitted to the Health Sciences Admissions Coordinator by the application deadline.
5. A letter of conditional admission will be sent to the student.

Step IV: Applicants will be notified of their admission status by mail utilizing the address on file at the college. All additional program correspondence will occur through the College's student e-mail. Applicants notified of conditional admission must complete the following steps by specified dates to be accepted into the ADN Program evening option:

1. Submission of completed physical examination form. The physical exam can be performed within a time frame of twelve (12) months prior to enrollment for the fall semester.
2. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended immunizations for students in the health care environment.
3. Submission of evidence of current Health Care Provider CPR certification.

Admissions to Advanced Placement for the Licensed Practical Nurse (Transition Program)

A. Nash Community College Application

Students must complete an application for admission to Nash Community College by January 30 before beginning Step I. Submission of high school transcripts is required for program admissions (see Curriculum Program Admission Procedures).

B. LPN Nurse Transition Plan Program Application Process

Step I: Submit LPN Transition Plan program application to the Health Sciences Admissions Coordinator by November 1 for consideration for admissions in the following spring semester Nursing Transition Concepts (NUR 214) course. To be eligible for a program application, the student must meet the following criteria:

1. Students must be eligible for enrollment in ENG 111.
2. Students must demonstrate placement out of, or completion of, all fundamental math modules - DMA 010 through DMA 080.
3. Students must have taken or be currently enrolled in: ACA 115, BIO 168 and CHM 130/130A. If selected for program entry, students must have completed or be currently enrolled in PSY 150 and BIO 169.
4. Students must demonstrate successful completion of NUR 101, NUR 102 and NUR 103 from a regionally and nationally accredited university or college.
5. The student's overall grade point average must meet or exceed 2.000.
6. Evidence of a current unencumbered LPN license. The student is responsible for providing this information to the Health Sciences Admissions Coordinator upon program application.

Note: Only letter grades of "C" or higher in non-nursing courses and nursing (NUR) courses with a numerical grade of "77" or higher will count toward completion of the Associate Degree Nursing degree.

Step II: Eligible applicants will be invited to take the Test of Essential Academic Skills (TEAS) by December 15. Testing will be offered at Nash Community College and allowed once per calendar year. Test scores are valid for two years. The higher score will count towards admission. Students will be required to pay \$55.00 to take the TEAS. Picture ID is required at the testing site. Nash Community College will only accept TEAS scores that are directly transferred from ATI.

C. Determination of Admission Status

Step III: Should there be more qualified applicants than space available, the following criteria will be used to determine those selected for admission:

1. TEAS percentage score.
2. Successful completion of the following courses with a grade of "C" or higher by the program application deadline of February 1:
 - BIO 168 Anatomy & Physiology I 2 Points
 - BIO 169 Anatomy & Physiology II 2 Points
 - CHM 130/130A Intro to Chemistry/Lab 2 Points
 - MAT 171 Precalculus Algebra 2 Points
3. An earned degree (Associate, Bachelor, etc.) will score 2 points in the ranking of students.
4. A letter of conditional admission will be sent to the student.

Step IV: Applicants will be notified of their admission status by mail utilizing the address on file at the College. All additional program correspondence will occur through the College's student e-mail. Applicants notified of conditional admission must complete the following steps by specified dates to be accepted into the LPN Transition Plan:

1. Submission of a completed physical examination form. The physical examination can be performed within a time frame of twelve (12) months prior to enrollment for the fall semester.
2. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended immunizations for students working in the health care environment.
3. Submission of evidence of current Health Care Provider CPR certification.
4. Evidence of successful completion of ACA 115, BIO 168, and CHM 130/130A; completion of or enrollment in BIO 169, AND PSY 150.

Admissions to Practical Nursing Diploma (PN) Program

A. Nash Community College Application

Students must complete an application for admissions to Nash Community College by January 30 before beginning Step I. Submission of high school transcripts is also required for program admissions (see Curriculum Program Admission Procedures, p. 14).

B. Practical Nursing Diploma Application Process

Step I: Submit Practical Nursing program application to the Health Sciences Admissions Coordinator by February 1 for consideration for admissions in the following fall semester (August). To be eligible for a program application, the student must meet the following criteria:

1. The student must be eligible for enrollment in ENG 111.
2. Students must demonstrate placement out of, or completion of, all fundamental math modules - DMA 010 through DMA 080.
3. The student's overall grade point average must meet or exceed 2.000.
4. Students must complete a Nurse Aide I program and demonstrate current certification on the North Carolina registry for Certified Nursing Assistant I (CNAI). The student is responsible for providing documentation to the Health Sciences Admissions Coordinator upon program application.

Note: Only letter grades of "C" or higher in non-nursing courses and nursing (NUR)courses with a numerical grade of "77" or higher will count toward completion of the Practical Nursing diploma.

Step II: Eligible applicants will be invited to take the Test of Essential Academic Skills (TEAS) by March 15. Testing will be offered at Nash Community College and allowed once per calendar year. Test scores are valid for two years. The higher score will count towards admission. Students will be required to pay \$55.00 to take the TEAS. Picture ID is required at the testing site. Nash Community College will only accept TEAS scores that are directly transferred from ATI.

C. Determination of Admission Status

Step III: Should there be more qualified applicants than space available the following criteria will be used to determine those selected for admission:

1. TEAS percentage score

2. Successful completion of BIO 163 Basic Anatomy and Physiology with a grade of “C” or higher by the program application deadline of February 1 will score 2 points in the ranking of students.
3. An earned degree (Associate, Bachelor, etc.) will score 2 points in the ranking of students.
4. Current NAII status by the NCBON will score 1 point in the ranking of students. Documentation must be submitted to the Health Sciences Admissions Coordinator by the application deadline.
5. A student currently enrolled at the College will score 1 point in the ranking of students.
6. A letter of conditional acceptance will be sent to the student.

Step IV: Applicants will be notified of their admission status by mail utilizing the address on file at the College. All additional program correspondence will occur through the College’s student e-mail. Applicants notified of conditional admission must complete the following steps by specified dates to be accepted into the PN Program:

1. Submission of a completed physical examination form. The physical exam can be performed within a time frame of twelve (12) months prior to enrollment for the fall semester.
2. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended immunizations for students working in the health care environment.
3. Submission of evidence of current Health Care Provider CPR certification.

Readmissions and Transfer Policies for Nursing Programs

Readmission Policy

The following policy clarifies the conditions under which a student who exits the program without satisfying all of its requirements may return to the program to resume progress toward the Associate Degree Nursing or Practical Nursing Education Diploma.

1. A student who fails to complete any of the Nursing programs as scheduled may reapply to the program by meeting the admissions criteria that are in effect at the time of reapplication.
2. A student who fails to complete the nursing programs as scheduled is eligible for two (2) readmissions. This includes a total of three (3): one (1) application for initial admission to a nursing program; and, two (2) readmissions. The total of three (3) admissions includes all tracks of the Nash Community College Nursing Programs. A student who applies for nursing program re-entry for the first semester of the curriculum sequence will

- participate in the admission process as stated in the specific nursing program admission procedures.
3. Re-entry into the programs is not guaranteed and will be considered on a case by case basis considering the point of re-entry, the number of currently enrolled students at the point of re-entry, and space availability for confirmed clinical education learning experiences.
 4. The student will be required to demonstrate retention of knowledge and skills in NUR courses by successfully completing both a written proficiency examination and laboratory competency examination for each prerequisite course to the point of re-entry, regardless of an original passing grade for the course. A pharmacology calculation examination will also be required. The student must achieve a score of 90 or above on the pharmacology calculation examination to be eligible for re-entry.
 5. A student may be approved to audit a NUR course prior to the semester of desired re-entry. The student is eligible to audit a NUR course if they have received a numeric grade of "77" or higher for the NUR course from the previous academic year, or equivalent transfer course work, and have successfully completed proficiency examinations and competencies for the NUR course during the readmission process to the nursing program. The student approved to audit a NUR course will not be admitted to the program or permitted to participate in the clinical portion of the course. Approval to audit a NUR course is considered on a case by case basis as with the applicant who is seeking readmissions.
 6. A student dismissed from a nursing program as a result of any of the following conditions will not be considered for re-entry to the Nursing programs: inappropriate internet use; misconduct or unprofessional behavior during on- and off-campus learning activities; non-adherence to laboratory safety and clinical education policies; or, significant concerns in regard to clinical expectations for safe, ethical, and legal standards.

Transfer Policy

The following policy clarifies the conditions under which a student who wishes to transfer from another nursing program may resume progress toward the Associate Degree Nursing or Practical Nursing Education Diploma.

1. Completion of the admission requirements as stated in the Admission Policy.
2. Submission of transcript(s) from all other nursing program(s) and other post -secondary work for which the student requests transfer credit.
3. The Registrar and the Director of Nursing Programs will evaluate the transcript and determine course eligibility for transfer.

4. Transfer into programs is not guaranteed and will be considered on a case by case basis considering the point of re-entry, the number of currently enrolled students at the point of re-entry, and space availability for confirmed clinical education learning experiences.
5. The student will be required to demonstrate retention of knowledge and skills in NUR courses by successfully completing both a written proficiency examination and laboratory competency examination for each prerequisite course to the point of re-entry, regardless of an original passing grade for the course. A pharmacology calculation examination will also be required of all transfer students.

Admission to Physical Therapist Assistant Program

A. Nash Community College Application

Students must complete an application for admissions to Nash Community College by May 18 before beginning Step I. Submission of high school transcripts is also required for program admission (see Curriculum Program Admission Procedures)

B. Physical Therapist Assistant Program Application Process

Step I: Submit a Physical Therapist Assistant program application to the Health Sciences Admissions Coordinator by May 20 for consideration for admissions in the following fall semester (August). To be eligible for a program application, the student must meet the following criteria:

1. The student's overall grade point average must meet or exceed 2.000.
2. The student must be eligible for enrollment in ENG 111 and MAT 171.

Note to students: Students must meet the prerequisite requirements for BIO 168 by fall semester of program entry. Additionally, only letter grades of "C" or higher in non-PTA courses and PTA courses with a numerical grade of "77" or higher will count toward completion of the Physical Therapist Assistant degree.

Step II: Eligible applicants will be invited to take the Test of Essential Academic Skills (TEAS) by June 15. Testing will be offered at Nash Community College and allowed once per calendar year. Test scores are valid for two years. The higher score will count towards admission. Students will be required to pay \$55.00 to take the TEAS. Picture ID is required at the testing site. Nash Community College will only accept TEAS scores that are directly transferred from ATI.

C. Determination Of Admission Status

Step III: Applicants are ranked and selected for admission based upon the following:

1. TEAS percentage score.

2. Successful completion of the following courses with a grade of C or better by the program application deadline date of May 20:

• BIO 168	Anatomy and Physiology I	2 points
• BIO 169	Anatomy and Physiology II	2 points
• MAT 171	Precalculus Algebra	2 points
3. An earned degree (Associate, Bachelor, etc) will score 2 points in the ranking of students. The student is responsible for providing documentation of this information to the Health Sciences Admissions Coordinator by the program application deadline date of May 20.
4. A student currently enrolled at the College will score 1 point in the ranking of students.
5. Informed of conditional admission status.

Step IV: Applicants will be notified of their admission status by mail prior to the registration period for the fall semester. All additional program correspondence will occur through the College's student e-mail. Applicants notified of conditional admission must complete the following steps by specified dates to be accepted into the PTA Program:

1. Applicants must submit evidence of a recent (within one year) physical examination, using a form provided by the College and available from the Health Sciences Admissions Coordinator. The physical exam must be updated annually following enrollment into the PTA program. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended immunizations for students working in the health care environment.
2. Applicants must submit evidence of current Healthcare Provider CPR Certification.
3. Applicants must submit evidence of a minimum of forty hours of observational experience in a physical therapy setting under the supervision of a licensed physical therapist. The requisite form is available from the Health Sciences Admissions Coordinator.

Physical Therapist Assistant Program Readmission

The following policy clarifies the conditions under which a student who exits the program without satisfying all of its requirements may return to the program to resume progress toward the Associate in Applied Science in Physical Therapist Assistant degree.

1. A student who fails to complete the PTA program as scheduled may reapply to the program by meeting the admissions criteria that are in effect at the time of reapplication.
2. Re-entry into the program is not guaranteed and will be considered on a case by case basis considering the point of re-entry, the number of currently enrolled students at

the point of re-entry, and space availability for confirmed clinical education learning experiences.

3. The student will be required to demonstrate retention of knowledge and skills in PTA technical courses by successfully completing both a written proficiency examination and laboratory competency examination for each prerequisite course to the point of re-entry, regardless of an original passing grade for the course.
4. A student dismissed from the program as a result of any of the following conditions will not be considered for re-entry to the PTA program: inappropriate internet use; misconduct or unprofessional behavior during on- and off-campus learning activities; non-adherence to laboratory safety and clinical education policies; or, significant concerns in regard to clinical expectations for safe, ethical, and legal standards.

Admission to Medical Assisting Program

A. Nash Community College Application

Prospective students must complete an application for admissions to Nash Community College by May 18 before beginning Step 1. Submission of high school and all post-secondary transcripts is required for program admission (see Curriculum Program Admission Procedures).

B. Medical Assisting Program Application Process

Step I: Submit a Medical Assisting program application to the Health Sciences Admissions Coordinator by May 20 for consideration for admission in the following fall semester (August). To be eligible for a program application, the applicant must meet the following criteria:

1. Students must be eligible for enrollment in ENG III
2. Students must demonstrate placement out of, or completion of, all fundamental math modules - DMA 010 through DMA 080.
3. The student's overall grade point average must meet or exceed 2.000.

Note: Only letter grades of "C" or higher in non-medical assisting courses and medical assisting (MED) courses with a numerical grade of "77" or higher will count toward completion of the Medical Assisting degree or diploma.

Step II: Eligible applicants will be invited to take the Test of Essential Academic Skills (TEAS) by June 15. Testing will be offered at Nash Community College and allowed once per calendar year. Test scores are valid for two years. The higher score will count towards admission. Students will be required to pay \$55.00 to take the TEAS. Picture ID is required at the

testing site. Nash Community College will only accept TEAS scores that are directly transferred from ATI.

C. Determination of Admission Status

Step III: Should there be more qualified applicants than space available, the following criteria will be used to determine those selected for admission:

1. TEAS percentage score
2. Successful completion of the following courses with a grade of "C" or higher by the program application deadline date of May 20:

• BIO 163	Basic Anatomy & Physiology	2 points
• MAT 110	Mathematical Meas & Literacy	2 points
3. An earned certificate, diploma, or degree in any Health Care discipline, or degree (Associate, Bachelor, etc) in any field, will also earn 2 points added to the TEAS score. The student is responsible for providing documentation to the Health Sciences Admissions Coordinator by the program application deadline date of May 20.
4. A student currently enrolled at the College will score 1 point in the ranking of students.

Step IV: Notification of Admission

Applicants will be notified of their admission status by mail prior to the registration period for the fall semester. All additional program correspondence will occur through the College's student e-mail.

D. Additional Medical Assisting Program Requirements

1. Students accepted into the Medical Assisting Program must submit evidence of a recent physical examination, using a form provided by the College and available from the Health Sciences Admissions Coordinator. The physical exam must take place no earlier than one year prior to the Clinical Practicum, which takes place during the third semester of the Program (May – July). Immunization requirements must be completed in accordance with North Carolina Law, as well as with recommended immunizations for students working in the health care environment.
2. Students must submit evidence of current Healthcare Provider CPR Certification.

Medical Assisting Readmission (Degree and Diploma)

The following policy describes the conditions under which a student who exits the program without satisfying all of its requirements may return to the program to resume progress toward the Diploma in Medical Assisting or the Associate in Applied Science in Medical Assisting degree.

1. A student who fails to complete the MED program as scheduled may reapply to the program by meeting the admissions criteria that are in effect at the time of reapplication.
2. Re-entry into the program is not guaranteed and will be considered on a case by case basis considering the point of re-entry, the number of currently enrolled students at
3. The student will be required to demonstrate retention of knowledge and skills in MED technical courses by successfully completing a written proficiency examination and laboratory competency examination for each prerequisite course to the point of re- entry, regardless of an original passing grade for the course.
4. A student dismissed from the program as a result of any of the following conditions will not be considered for re-entry to the MED program: inappropriate internet use; misconduct or unprofessional behavior during on- and off-campus learning activities; non-adherence to laboratory safety and clinical education policies; or, significant concerns in regard to clinical expectations for safe, ethical, and legal standards will not be considered for re-entry to the MED program.

Admission to Phlebotomy Program

Admission to the Phlebotomy program is limited to the first twelve (12) applicants to complete all the admissions steps each semester the program is offered (fall or spring). The steps include:

1. A completed Nash Community College application submitted to the Admissions Office.
2. An official high school transcript or copy of high school equivalency scores submitted to the Admissions Office (see Curriculum Program Admission Procedures, p. 14).
3. Placement out of, or completion of, DRE 098.
4. A completed Phlebotomy program application submitted to the Health Sciences Admissions Coordinator.
5. Evidence of current Tetanus immunization (within 10 years).
6. Evidence of two MMR (Measles, Mumps, Rubella) immunizations.

7. Evidence of current Tuberculin (TB) skin test (within one year).
8. Evidence of Hepatitis B immunization (at least started) or a signed declination form.
9. Varicella (chicken pox) series of two doses or immunity by positive blood titer.
10. Evidence of current Healthcare Provider CPR Certification.

Phlebotomy Technology Program Readmission

The following policy describes the conditions under which a student who exits the program without satisfying all of its requirements may return to the program to resume progress toward the Certificate in Phlebotomy.

1. A student who fails to complete the PBT program as scheduled may reapply to the program by meeting the admissions criteria that are in effect at the time of reapplication.
2. Re-entry into the program is not guaranteed and will be considered on a case by case basis considering the point of re-entry, the number of currently enrolled students at the point of re-entry, and space availability for confirmed clinical education learning experiences.
3. The student will be required to demonstrate retention of knowledge and skills in the PBT 100 technical course by successfully completing both a written proficiency examination and laboratory competency examination, regardless of an original passing grade for the course.
4. A student dismissed from the program as a result of any of the following conditions will not be considered for re-entry to the PBT program: inappropriate internet use; misconduct or unprofessional behavior during on- and off-campus learning activities; non-adherence to laboratory safety and clinical education policies; or, significant concerns in regard to clinical expectations for safe, ethical, and legal standards.

Admission to Criminal Justice/ Latent Evidence Technology/ BLET Programs

All prospective students are advised that the North Carolina Criminal Justice Education and Training Standards Commission sets minimum standards for employment for law enforcement officers, correctional officers, state youth services officers, probation and parole officers, surveillance officers, and intake officers. Some of the minimum standards currently used by criminal justice agencies are age, citizenship, health and physical fitness, education, drug testing, psychological screening, background screening, and freedom from felony and/or serious misdemeanor convictions. Applicants with a felony conviction are not eligible for employment with a criminal justice agency. Applicants with a class

“B” misdemeanor conviction within the last five years will not be eligible for employment with a criminal justice agency. (Ref: North Carolina Administrative Code Title 12:09A. 0204 (3) (A) G.S. 176-6 and 17-10).

Students who have concerns or questions in regard to eligibility are encouraged to contact the Criminal Justice Department or the Basic Law Enforcement Training (BLET) School Director.

Admission to Cosmetology Program

In addition to completing the general admission procedures, applicants to the Cosmetology Program must submit a current (within 12 months) and satisfactory tuberculosis skin test report. This report must remain current while in the program.

Cosmetology Program applicants should be aware that the North Carolina State Board of Cosmetic Art reserves the right to deny licensure to anyone convicted of a felony, even after success- fully passing the state examination.

Admission to Early Childhood Education Program

Students entering the Early Childhood Education Program should be cautioned that according to the provisions of North Carolina General Statute 110-91(8) persons with certain criminal records or personal habits or behavior which may be harmful to children are excluded from operating or being employed in a child care setting regulated by the NC Division of Child Development. Should a student seek employment in a regulated center a criminal background check will be performed as required by NC General Statute.



Academic Regulations



Student Rights and Responsibilities

Each student is guaranteed the privilege of exercising his or her rights of citizenship under the Constitution of the United States without fear or prejudice. In addition to constitutional rights as a citizen, each individual enrolled at the College is guaranteed additional student rights, which are listed below:

Students are free to pursue their educational goals. Appropriate opportunities for learning in the classroom and on the campus shall be provided by the College.

Free inquiry, expression, and assembly are allowed by students following College approved guidelines and that in no way impairs the learning environment. These guidelines may be obtained from the Vice President for Student and Enrollment Services.

Due process is guaranteed to all students who have a concern regarding college decisions that directly affect them. Appeals are directed to the Student Affairs or Academic Review Committee.

Evaluation of student academic performance shall not be prejudicial. All students are entitled to an explanation of the basis for course grades. The College, however, has the right to set academic standards, which students are expected to meet.

The College and members of the College community have the right to expect personal safety, protection of property, and the continuity of the educational process.

Students are expected to acquaint themselves with and observe College regulations and policies contained in this catalog and all announcements made through the Administration.

It is the responsibility of each student to be knowledgeable and meet the graduation requirements of the College in his/her particular program of study and to maintain the minimum required grade point average. Counselors and academic advisors will work with all students, but the final responsibility is that of the individual student.

Student complaints not related to the Student Affairs Committee or the Academic Review Committee may be submitted in writing to the Vice President for Student and Enrollment Services. The Vice President will respond in writing within seven (7) working days. The student may appeal this decision to the Executive Vice President and Chief Financial Officer.

Academic Integrity

Nash Community College upholds the integrity of the academic process. Academic dishonesty undermines that integrity. Academic dishonesty includes cheating and plagiarism.

Cheating is an attempt to use unethical or dishonest means to perform work for a course. These may include, but are not limited to, copying the work of others, bringing unapproved sources of information during tests or other work ("cheat sheets," the use of information stored on electronic devices, the use of others' work on out of class assignments, etc.), and any other covert means to complete work without the approval of the instructor. Cheating encompasses both those giving and receiving aid.

Plagiarism is the undocumented use of information or the work of others presented as one's own. Nash Community College recognizes two types of plagiarism - accidental plagiarism and deliberate plagiarism.

Accidental plagiarism occurs when a student attempts to cite their sources, but does so improperly or incompletely. Nash Community College treats accidental plagiarism as poor work, and it will be graded as such.

Deliberate plagiarism occurs when a student copies the work of others or purposefully uses information from sources with no attempt to document it and presents it as their own. Nash Community College treats deliberate plagiarism as academic dishonesty.

Academic dishonesty is dealt with as follows:

1. For a first offense within a course, the student will receive a zero for the work in question. The student will be counseled by the instructor. An Academic Dishonesty Report form will be forwarded to the Associate Vice President for Curriculum and Chief Program Officer and maintained on file.
2. For a second offense within a course, the student will receive an F for the course. An Academic Dishonesty Report form will be forwarded to the Associate Vice President for Curriculum and Chief Program Officer and maintained on file.
3. Repeated offenses may lead to the recommendation of additional actions and penalties, including suspension or expulsion from the College in accordance with the Student Dismissal, Suspension, or Expulsion Authority procedure.

Registration

Students are required to register by the beginning of each semester on registration dates which are shown on the calendar in this catalog. Prior to the end of each semester, currently enrolled students may register with an advisor or through WebAdvisor for the following semester. Students who are on academic progress must register with an advisor, department chair or counselor as referenced later in the *Academic Regulations* section.

Audit

Through the 85 percent point of fall and spring terms and an equivalent period of the summer term, a course may be changed from a credit to audit with no academic penalty. For an official change of status, the student must obtain, complete, and submit the necessary form from the Student and Enrollment Services Office.

Any student who wishes to continue attending classes following the change to an audit status must declare this intent on the audit form, obtain the instructor's signature and submit the audit form to the Registrar in the Student and Enrollment Services Office. Students at the time of registration declaring audit status for a course will not be required to complete this form. Students are encouraged to attend classes and participate in all class activities. Changing from credit to audit is not permitted after the designated date for a given term. Audited courses receive no grade and no quality points. Classes being audited are not eligible for financial aid.

Course Section Numbers

The following section numbers are used on registration schedules to describe the time frames, type of course, or groups of students served:

Sections	Courses
01-19	Day Courses
20-29	Evening Courses
30-31	Proficiency Only (ZP)
33-34	Flip-Flop Courses
40-42	Career and College Promise High School
45-46	Career and College Promise Early College
60-69	Fast Track Courses
70-79	Independent Study Courses
80-84	Electric Line Construction Technology-EMC
85-87	Electric Line Construction Technology-Duke Energy Progress
88-89	Electric Line Construction Technology-ElectriCities
90-99	Miscellaneous Off-Campus Courses
01V-19V	Day Courses Virtual

21V-29V	Night Courses - Virtual
60V-69V	Fast Track Courses - Virtual
01VH-19VH	Day Courses - Virtual Hybrid
21VH-29VH	Night Courses - Virtual Hybrid
60VH-69VH	Fast Track Courses - Virtual Hybrid
01S-19S	Day (Self-Supporting)
21S-29S	Evening (Self-Supporting)
01HN	Honors Courses
H1-H99	Hybrid Courses
0L1-0L99	Online Courses
01W-19W	Weekend Courses
21W-29W	Weekend Evening Courses
End with C	Concurrent Course with Continuing Education
SK	Basic Skills Plus

The section numbers listed above replace those used previously, which are listed below:

Sections	Courses
01-19	Day Courses
20-29	Evening Courses
30-31	Proficiency Only (ZP)
33-34	Flip-Flop Courses
35-39	Online Courses
40-42	Career and College Promise High School
45-46	Career and College Promise - Early College
60-61	Fast Track Courses
70	Independent Study Courses
80-84	Electric Lineman Technology-EMC
85-87	Electric Lineman Technology-Progress Energy
88-89	Electric Lineman Technology-ElectriCities
90	Miscellaneous Off-Campus Courses
01P-19P	Day Courses - Polycom
21P-29P	Evening Courses - Polycom
01S-19S	Day (Self-Supporting)
21S-29S	Evening (Self-Supporting)
01H	Hybrid Course (Combination Online/Classroom)
01HN	Honors Courses
01W-19W	Weekend Courses
21W-29W	Weekend Evening Courses
End with C	Concurrent Course with Continuing Education

Withdrawals

During the first 85 percent of the regularly scheduled meetings of a course, or as designated by the instructor, a student may officially withdraw from either a course or the College.

Students must obtain the necessary withdrawal form from WebAdvisor under the heading “Student Forms” and submit the completed form by the designated date for that term. Financial Aid recipients should consult with a Financial Aid counselor prior to withdrawing to be informed of any financial repercussions from a withdrawal prior to the 85 percent point.

Withdrawal dates vary by term. Punitive course grades will become part of the transcript after the published withdrawal date.

Request for Medical Withdrawal

The student seeking a withdrawal for medical reasons past the normal withdrawal deadlines should meet with a counselor in Student and Enrollment Services (SES) located in building A. The counselor will discuss the reason for the medical withdrawal and, if the counselor believes the medical reasons are appropriate, provide the student with guidance for the proper submission of documentation.

The student should complete the Request for Medical Withdrawal form(s) and present supporting documentation to the Associate Dean of Student and Enrollment Services for review. Acceptable documentation must include a physician's signature, a specific recommendation to withdraw due to medical reasons, and dates verifying that the medical condition corresponds to the semester in which the medical withdrawal is requested.

Medical withdrawals will be recommended for all courses within the specified semester unless the documentation clearly states why the student's medical condition does not require withdrawal from all courses. Supporting medical documentation will be kept confidential.

If the Associate Dean of Student and Enrollment Services recommends the medical withdrawal, each instructor will be notified. In the event it is a part-time instructor, the department chair will be informed and appropriate contact is made by the department chair.

The Associate Dean of Student and Enrollment Services will have the authority to approve or not approve the medical withdrawal.

If approved, the signed Medical Withdrawal Form will be forwarded to the Registrar's Office to officially document the withdrawal.

If the medical withdrawal is not approved, the student has the right of written appeal to the Vice President for Student and Enrollment Services who will have the authority to review all supporting documentation, including the medical documentation submitted by the student, to issue a final resolution of the matter.

Student Classification

<i>Freshman</i>	A student who has completed fewer than 32 semester hours.
<i>Sophomore</i>	A student who has completed 32 or more semester hours.
<i>Full-Time Student</i>	A student who is registered for 12 or more semester hours.
<i>Part-Time Student</i>	A student who is registered for fewer than 12 semester hours. 3/4 time = 9 – 11 credit hours 1/2 time = 6 – 8 credit hours Less than 1/2 time = 1 – 5 credit hours
<i>General Student</i>	A student who is registered for specific curriculum credit courses, but who has not declared a curriculum major or completed 18 credit hours.
<i>Conditional Student</i>	A student who has not completed admission procedures.
<i>Course Load</i>	A student who carries a minimum of 12 hours of credit is considered a full-time student. However, the normal load to progress for graduation is 16 hours per semester. Any student attending Nash Community College shall not enroll in more than 21 credit hours per semester without permission of the department chair and Associate Vice President of Instruction. Any student enrolled in two or more colleges concurrently during a semester shall give each college complete enrollment information including the name of each college enrolled, the number of credit hours taken, the class schedules, and other relevant information.

Any student found exceeding a total of 21 credit hours during a semester at two or more institutions and failing to give complete and accurate enrollment information shall be prohibited from taking courses at Nash Community College for one academic year.

Attendance Statement

In order for a student to receive the optimum benefit of any instructional program, regular class attendance is expected. The attendance obligation is required of all students and is recorded by the appropriate faculty member. Therefore, if a student must be absent from class, it is the student's responsibility to inquire about and complete missed assignments. Each instructor may establish a class attendance requirement appropriate to each class. This attendance requirement shall be part of the course syllabus. If class attendance is to affect the student's final grade in the course, a statement outlining the effect shall also be documented in the course syllabus.

All students have the option to withdraw from any class before the semester 85 percent point without academic penalty. The student must obtain the necessary withdrawal form from WebAdvisor under the heading "Student Forms" and submit the completed form by the designated semester date. After the 85 percent point, and when a student's unexcused absences exceed 15 percent of the total course hours, the instructor may withdraw the student from the course. The instructor is required to attempt to make contact with a student

before the withdrawal proceedings can be initiated. A student withdrawn by the instructor because of excessive absences will receive a grade of WA.

Withdrawal dates may vary by term. Official withdrawal from the individual courses or the institution without penalty is not allowed after the designated date indicated by the Institutional Calendar.

The College grants each student two days of excused absences per academic year for religious observances. In order for the absence to be excused, students must notify the College in writing within the first two weeks of any class and/or course in which they are enrolled. Notification must include the dates of the religious observance for the requested absence. Written notice to the college shall be deemed received when the required "Student Notification of Request For Excused Absence For Religious Observances Form" is received by the Vice President for Student and Enrollment Services (SES), available in SES.

For the purpose of this policy, an excused absence is an absence for which the student is held harmless for failure to attend a scheduled class and for which the instructor provides the student the opportunity to make up any tests, exams, assignments, or other work missed as a result of the absence. Should the student fail to complete the tests, exams, assignments or other work missed during the excused absence after the instructor has provided a reasonable opportunity to complete the missed assignments or other work, the instructor is authorized to give no credit for the missed work.

Nash Community College Virtual Learning

NCC offers students the unique opportunity to enroll and participate in a number of virtual classes that are available online but differ from traditional online courses. Virtual learning allows for course participation from almost any remote site. The expectation of virtual courses, those identified with the letter V in the course title, is that students will attend and participate online during the scheduled course time. NCC's virtual learning environment is interactive and students are able to communicate with their instructors and other students in real time during the class. Students enrolling in an NCC virtual course must have access to a computer/laptop, earphones/headset, and a microphone/speaker phone. Additionally, NCC recommends that students participating in virtual courses have high speed, wired internet access with a bandwidth of 256k uplink and 512k downlink.

Grading System

The following grading system is used in all courses by Nash Community College. On student transcripts a "P," "S," "**," or "R" beside a course grade denotes that the grade for that course is not calculated into the current academic GPA. Zero-numbered courses are not included in the academic grade point average, hours completed, or hours attempted.

Letter	Numerical Equivalent	Quality Points per Semester Hour
A	90–100	4
B	80–89	3
C	70–79	2
D	60–69	1
F	Below 60	0
W	Withdrawal	See explanation
WA	Withdrawal Attendance	See explanation
I	Incomplete	See explanation
AU	Audit	See explanation
ZP	Credit by Proficiency Examination	See explanation
T	Transfer Credit	See explanation
NS	Never Attended Class (not computed in GPA)	See explanation

Letter	Numerical Equivalent	Quality Points per Semester Hour
LA	Temporarily Late	See explanation
S	Satisfactory	See explanation
U	Unsatisfactory	See explanation
XA	93-100	See explanation
XB	85-92	See explanation
XC	77-84	See explanation
P	Passed	See explanation
R/RT	Repeat/Retake	See explanation

W – Withdrawal

W denotes official withdrawal by the student on or before the 85 percent point or as designated by the instructor. This grade is non-punitive and will not affect the student’s GPA. Faculty will record and submit the last date of attendance for all grades of W.

WA – Withdrawal Attendance

After the 85 percent point, an instructor uses a WA during the semester when a student has absences exceeding fifteen (15) percent of the course hours. This grade is punitive and will negatively affect the student’s GPA. Faculty will record and submit the last date of attendance for all grades of W.

I – Incomplete

A grade of I denotes no grade and no quality points because of incomplete work. This grade can be given when a student has completed at least 80 percent of his course work. The student must complete the required work and remove the I by the end of the fourth week of the next semester. Otherwise, the I will be recorded as an F.

AU – Audit

An AU denotes no grade and no quality points. A student may initiate a change from credit to audit on or before the semester 40 percent point. This grade is non-punitive and will not affect the student’s GPA.

NS – Never Attended

NS denotes no grade and no quality points because the student registered but never attended before the 10 percent point of classes. This grade is not included in hours attempted in GPA calculations and is non-punitive and will not affect the student's GPA. Late course entry is not permitted.

LA – Temporarily Late

LA is a temporary grade designation to be used by the Registrar when course information is not reported on time from the instructional department through no fault of the student.

ZP – Credit By Proficiency Examination

A student may earn credit-by-examination for a given course if the student can demonstrate the required level of proficiency. Before being allowed to take certain courses by proficiency examination, the student must provide evidence of experience/aptitude or licensure/certification related to the course content. A Credit-by-Examination form must be obtained from the appropriate department chair for examination scheduling. The student must register and pay all fees prior to taking the proficiency examination. Examinations will be administered between or during the first five (5) days of the semester. No student will be allowed to attempt credit by examination for more than two (2) courses per semester. A student may not use more than 30 percent proficiency credit in meeting the required hours for graduation or according to instructional services agreement program contracts. The proficiency examination(s) must be part of the regularly scheduled semester course offerings.

A student will not be allowed to take an examination for credit more than once for any course. Credit by examination will be used to calculate the individual student semester course (allowable hours) load as well as credit toward program requirements. A student will be required to pass the proficiency examination with a grade of C or higher. The grade will be computed into the grade point average. A student who does not pass the examination with a grade of C or higher must change registration for the course to an on campus or online section. Developmental courses may be challenged through the Course Readiness Assessment.

T – Transfer Credit

A grade of T (Transfer Credit) denotes credit received by transfer from another institution. Only the hours of credit will be recorded.

S – Satisfactory

A grade of S (Satisfactory) denotes successful completion of a course and/or associated clinical course objectives and no quality points. The grade is not included in computing GPA. Course hours are used for determining financial aid eligibility related to credit hours attempted and satisfactory academic progress.

U – Unsatisfactory

A grade of U (Unsatisfactory) denotes unsuccessful completion of a course and/or associated clinical course objectives and has no quality points. The grade is not included in computing GPA. Course hours are used for determining financial aid eligibility related to credit hours attempted and satisfactory academic progress.

XA, XB, XC

A grade of XA, XB, or XC is awarded in developmental or zero-numbered courses. Quality points are not earned for these courses and grades are not included in the calculation of grade point average.

P-Passed

A grade of P (Passed) denotes successful completion of course. The grade is not included in computing grade point average. Course hours are used for determining financial aid eligibility related to credit hours attempted and satisfactory academic progress.

R-Repeat/RT-Retake

A grade of R (Repeat) or RT (Retake) denotes unsuccessful completion of course. The course should be repeated. The grade is not included in computing grade point average. Course hours are used for determining financial aid eligibility related to credit hours attempted and satisfactory academic progress.

GPA Calculation

To calculate a GPA, multiply course credit hours by the quality point value of the grade in that course to determine the quality points earned for that course. Add the quality points earned and divide the sum by the total number of semester credit hours attempted. See the following example:

Course	Grade	Course credit hours attempted	x	Grade value	=	Quality points
Course 1	B	3	x	3	=	9
Course 2	B	4	x	3	=	12
Course 3	WA	3	x	0	=	0
Course 4	A	4	x	4	=	16
Course 5	C	3	x	2	=	6
Totals		17				43

In this case, divide 43 by 17 to get a 2.529 grade point average.

Quality Point Average

The earned quality point average is calculated by dividing the total number of quality points earned by the total number of semester hours attempted. On the 4.0 quality point system, a 2.0 is a C. Only those courses which are required for graduation shall be included in the calculation of the grade point average for veteran students. Satisfactory progress for veteran students is defined as a 2.000 grade point average on courses required for graduation. Fundamental or zero-numbered courses shall not be included in the grade point average calculation either for satisfactory academic progress or for graduation requirements for the veteran student.

Grade Forgiveness Procedure

Nash Community College automatically computes the GPA for a student using the best grade received for each course. It is not necessary to request forgiveness for a course grade when the course is retaken.

Repeating Courses

A student may repeat a course only once if a passing grade has been previously received for the course. In such cases, the higher grade will be used to calculate the grade point average. For graduation, the credit earned for a course will not be counted more than once in determining the total number of hours needed for graduation. This policy does not apply to students enrolled in developmental courses. It is understood that it may be necessary for students to repeat the developmental courses in order to attain a level of proficiency required to meet prerequisite requirements or for entry into curriculum programs.

Course Substitutions

The College shall determine course substitutions in curricula programs in certain circumstances, however the appropriate number of hours must be met in the curriculum standard category. Course substitutions shall add value to the applicable specific major, related, general education, or work experience segments of the curriculum program and shall be limited to no more than two course substitutions per program. Course substitutions shall be approved by the appropriate department chair and the Associate Vice President and Chief Program Officer and verified by the Registrar. Documentation of this approval will become part of the student's permanent file and be retained for a period of five years in accordance with the North Carolina Community College System's Records Retention Policy. Core requirement courses are not allowed to be substituted.

Change of Grade Policy

After a grade has been posted on a student's record, it may be changed only under the following conditions:

1. The student submits a written request to the instructor within thirty days from the date the grade is given.
2. The student forwards a copy of the request to the Associate Vice President of Instruction and Chief Program Officer, Vice President for Student and Enrollment Services, and the Registrar.

The instructor in consultation with the Associate Vice President and Chief Program Officer will determine whether to grant or to deny a change of grade and will notify the Registrar. A change of grade must be made within the semester for which the request is filed. Students may appeal decisions made through the Academic Review Committee.

Grade Reports

Grades for all courses taken during a semester will be posted to WebAdvisor. There will be a 24-hour grace period for instructors to post grades on WebAdvisor, with the exception of the last day of classes when grades must be posted by 9:00am the following day.

Scholastic Honors

Dean's List

To qualify for the Dean's List, a full-time student must make a 4.0 quality point average for the semester. A student who receives an incomplete will not be eligible for the Dean's List. Developmental courses (DRE and DMA) do not count towards satisfying Dean's List requirements.

Honor Roll

To qualify for the Honor Roll, a full-time student must make a 3.3 quality point average for the semester and must have no grade lower than a C. A student who receives an incomplete will not be eligible for the Honor Roll. Developmental courses (DRE and DMA) do not count towards satisfying Honor Roll requirements.

Transfer of Credit Between Institutions

Educational work completed at recognized regionally and nationally accredited postsecondary institutions may, where applicable, be credited toward the requirements of a degree, diploma, or certificate program at Nash Community College. The student may file an official transcript of all post-secondary work for evaluation, but final acceptance or rejection of the transfer credit is Nash Community College's decision. Transfer credit will not be

granted for any grade lower than a C. A minimum of 25 percent of the semester credit hours of a degree or diploma program of study is required in residence for graduation from Nash Community College. Fundamental courses taken through the North Carolina Community

College system within the past two years will be accepted for transfer. DMA's and DRE's will be accepted from NCCCS permanently. Technology credits older than five years will be evaluated on a course-by-course basis.

Credit will be allowed for up to thirty-two (32) semester hours of work based on testing with the College Level Examination Program (CLEP). The student must request that the CLEP exam scores be sent to Nash Community College for review by the Registrar. A score in the 50th percentile or above as recommended by the American Council on Education must be achieved to earn credit on most CLEP subject exams. No credit is given for the general exam.

Credit for DANTES Subject Area Exams, USAFI courses, and for service school training may be granted where appropriate to the student's curriculum. DANTES scores must meet ACE (American Council on Education) recommendations. Service school training will be evaluated on the basis of *A Guide to the Evaluation Experiences in the Armed Service* published by the American Council on Education. USAFI courses will be evaluated on the basis of the current catalog of the United States Armed Forces Institute.

Nash Community College does not award credit for experiential learning, certificates, training, and/or continuing education courses. Having experience or a particular skill set may qualify the student to take a proficiency exam in order to receive credit for a course with similar content or skills. The student should contact the department chair for the course(s) in question for information regarding a credit by proficiency exam.

Credit earned at Nash Community College may be transferred to similar programs at other institutions in the North Carolina Community College System as well as many four-year colleges. The North Carolina Comprehensive Articulation Agreement addresses particular courses and institutions for which this applies. This agreement can be viewed at <http://www.northcarolina.edu/aa/articulation>. Other colleges and universities may also accept credit earned at Nash Community College on a course by course basis.

Transfer of Credit Between Programs

Any student who wishes to change from an unfinished program of study to a second program of study, and possibly transfer credit between the programs may do so without restriction as long as the requirements for the new program are met. However, students wishing to make a third program of study selection should meet with a counselor to discuss career options, academic problems, etc. Program change forms are available from WebAdvisor under the heading "student forms" and are to be submitted electronically.

A program change form may be submitted at any time during the semester, but the Registrar’s office will not make an official data entry change until after the semester has been completed and before the start of the new semester.

Credit earned in any program may be applied to a different program. Fundamental courses are awarded institutional credit only and are listed in the catalog. No credit will be awarded for work taken on a non-credit basis. Credit hours successfully completed and quality points earned in a prior program which are applicable to the new program will be applied toward graduation.

Quarter System Classes

Courses taken under the quarter system may not be equivalent to semester course hours and will be evaluated on a case-by-case basis by the Registrar.

Credit from AP and IB Testing

Nash Community College participates in Advanced Placement (AP) and International Baccalaureate (IB) programs and awards credit based on the following schedule. These schedules are reviewed annually by the Testing Committee and are subject to change without notice.

To be considered for credit and/or placement, students must ask the appropriate testing service to send official test results to Nash Community College.

Advanced Placement Exams

Exam	Minimum Score	Awarded Credit
Biology	3 or 4	BIO 111
Biology	5	BIO 111 and BIO 112
Calculus AB	3, 4 or 5	MAT 271
Calculus BC	5	MAT 271 and MAT 272
English	3	ENG 111
English	4	ENG 111 and ENG 114
English	5	ENG 111 and ENG 112
History	3	HIS 131
History	4 or 5	HIS 131 and 132
Psychology	3,4 or 5	PSY 150

International Baccalaureate Scores

Students at NCC may receive placement through the International Baccalaureate program. Typically, students can earn advanced placement and /or college credit with scores of 5, 6, or 7 on higher level exams. Students will be granted placement or credit on a

course-by- course basis, depending on individual scores, rather than on the basis of completion of the IB diploma.

To be considered for credit and/or placement, students must ask the appropriate testing service to send NCC their official test results.

Academic Progress

Reminder: Receiving Financial Aid is dependent upon satisfactory academic progress. Refer to the Financial Aid section of the catalog for details.

A student's academic progress is monitored to assist the student in successfully completing a chosen program of study within a given time period. The following scale is used to ensure that the student will attain a cumulative grade point average of 2.000 which is required for completion of all certificate, diploma, and degree programs.

Hours Attempted	Cumulative GPA	Action
1-18	< 1.5	Academic Review
19-36	< 1.5	Academic Warning
Over 36	< 2.0	Academic Probation

Academic Review

A letter is sent to inform students about NCC services that are available to help them have a successful college experience. Students will be reminded that a GPA of 2.000 is required for completion of degree, diploma, and certificate programs.

Academic Warning

A letter is sent to warn students that, if the GPA does not improve, the student will be placed on Academic Probation with a reduced course load. Students will be reminded that a GPA of 2.000 is required for completion of degree, diploma, and certificate programs. Students will need to register with an advisor.

Academic Probation

A letter will be sent. The student will be flagged in the system and allowed to take only 10 credit hours. Students will be reminded that a GPA of 2.0 is required for completion of degree, diploma, and certificate programs. Students will need to register with a counselor in Student and Enrollment Services.

Academic Probation II

A student on Academic Probation who fails to reach a 2.0 GPA will be placed on Academic Probation II and allowed to take only one class. Students will need to register with the Department Chair.

Graduation Requirements

The following general requirements apply to all programs for graduation; however, there may be additional departmental requirements.

1. A student must meet all curriculum requirements with an earned overall grade point average of 2.00.
2. A minimum of 25 percent of the semester credit hours of a program of study of a degree (A.A., A.S., A.A.S., or A.G.E.) or diploma or one half certificate program must be earned at Nash Community College.
3. All financial obligations to Nash Community College must be met before a diploma is awarded or transcripts are sent from the institution.
4. Application for graduation must be made by the end of the extended registration week of the expected graduation semester.
5. Must have an official high school, high school equivalency, or Adult High School Diploma (AHSD) transcript on file showing graduation.

In order to satisfy the specific course requirements for degree completion all students must:

- Successfully complete the courses in an individual program of study.
- Provide an official transcript for transfer credit from an accredited institution for courses completed with a C or better.
- Provide evidence of CLEP and DANTEs course completion (individual students will be allowed only thirty-two (32) hours in satisfying degree requirements).

Nash Community College does not award credit for experiential learning, certificates, training, and/or continuing education courses. Students may pick up degrees and diplomas two days after the last day of the semester.

Continuous Enrollment

A student maintains continuous enrollment provided a break in enrollment does not equal or exceed two years, excluding summer semesters.

Catalog of Record

Students are expected to meet the catalog requirements in effect at the time of their enrollment into a curriculum program. Anyone not in continuous enrollment for more than two years (not counting Summer) will be readmitted under the requirements of the current catalog. A student who changes programs must meet the requirements of the catalog in effect

at the time of the change of program. A student's academic advisor can recommend substitution of courses with adequate cause. Substitutions must have written approval from the instructor, department chair, and the Associate Vice President and Chief Program Officer.

Most courses can be counted for credit toward graduation for an indefinite period of time. Some courses that depend heavily on technology, speed and accuracy, and physical skills will be subject to review after five years unless the student has been continuously enrolled. Courses subject to review may include, but not limited to, keyboarding, computer, and trades courses.

A catalog year is considered current for five years from the date the student was admitted to their program of study.

Graduation Exercises

Spring Commencement Ceremony Participation

Graduation exercises are held each spring for students of Associate and Diploma programs of study. The cap and gown may be purchased at the NCC Bookstore to participate in commencement exercises. Graduation letters will be sent in March. Graduates from the preceding summer and fall semesters will be invited to participate in graduation.

Early Commencement Ceremony Participation

Associate and Diploma students scheduled to graduate at the end of the summer semester following the spring commencement ceremony may request to participate in the spring commencement ceremony. In addition to stated graduation requirements, the following requirements must be met:

1. A student may have a one course maximum remaining to meet graduation requirements. Nash Community College will not be held responsible if a course is not offered during the summer semester.
2. Proof of enrollment in remaining course at Nash Community College or another institution is required.
3. Request for participation in the spring commencement ceremony is due at the same time application for graduation is due during the spring semester (end of the extended registration week).

Students participating before the summer semester course requirement is met will not receive an honor cord until the conclusion of the summer semester, if eligible.

Certificates and Diploma programs do not include scholastic honors.

Degrees, Diplomas, and Certificates Granted

Upon recommendation of the faculty and approval of the Board of Trustees, the appropriate degree, diploma, or certificate will be awarded to a student who has completed the curriculum requirements.

Transcripts

Current and former students may request copies of their academic transcript via the College web site at www.nashcc.edu/transcripts. The College uses a third party vendor, Parchment, for the delivery, tracking, and reporting on the sending of transcripts. Transcripts may be delivered by mail or, if available, in a recipient's preferred electronic format. Transcript requests through the Parchment website are usually filled in less than 24 hours. You will be required to create an account and you will be able to pay for transcripts with a credit card. Parchment is fully secure and Family Educational Rights and Privacy Act (FERPA) compliant.

The College provides limited on-campus transcript requests. In person requests for transcripts will be charged at a higher amount than requests generated through Parchment. Additionally, there is a 48 hours turnaround time for on-campus requests. During peak times of the year (for example, during pre and post registration periods), processing time will be longer.

Transcripts will not be released if the student is financially indebted to the College or if existing counseling has not been completed for Direct Loans. (A student does, however, have the right to inspect the contents of his/her educational records). Transcripts in the folder from other institutions are property of Nash Community College and will not be returned to the student or copied and will not be forwarded.

A College photo identification card or governmental approved photo identification card is required before transcripts can be released to a student or designated person. A student giving authorization to release a transcript to a designated person must do so in writing and a student signature is required on the Transcript Request Form (which includes a Release of Information Form). The College is authorized to release educational records in accordance with the Family Educational Rights and Privacy Act (FERPA).

North Carolina graduates may receive official copies of their GED® (General Educational Development) transcripts at no charge by completing a Transcript Request Form available from the North Carolina Community College System website. Requests can also be made in person at 200 W. Jones Street, Raleigh, NC, between the hours of 8:00 a.m. – 4:00 p.m.

In response to inquiries from the general public, prospective employers, etc., the College will, without student consent, release directory information. Directory Information consists of the student's name, address, telephone number, academic classification, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received.

Any student who wants to make a request that directory information not be released should contact the Admissions Office.

Any student who wants to make a request that directory information not be released should contact the Admissions Office.

GED® Verification, Transcript and Diploma Requests 2014 Test Completers

Effective May 2, 2014, the North Carolina Community College System transitioned its GED® credentialing process from the issuance of paper transcripts and GED® diplomas to a paperless electronic transcript system for students taking the test in 2014. The 2014 tester has the option of ordering a professionally printed North Carolina GED® diploma which is free of charge. Duplicate transcript and diploma requests will cost \$15.00. Students will log onto their MyGED.com account for subsequent requests and may forward their transcripts to prospective employers, colleges or universities.

2002-2013 Test Completers

Duplicate transcript or diploma requests will cost the completer \$15.00. Test takers will need to sign in to GED Credentialing™ <http://exchange.parchment.com/students/> to securely order their duplicate transcripts, verifications or diplomas.

1940-2001 Test Completers

The North Carolina Community College System (NCCCS) High School Equivalency (HSE) Records Office will fulfill verification, transcript and diploma requests for individuals who tested before 2002. There will be no charge. Detailed information and a FAQ is posted on the NCCCS web site at http://www.ncccommunitycolleges.edu/Basic_Skills/ged.htm.

If you have additional questions concerning this process, contact the NCCCS at steinbeiserd@ncccommunitycolleges.edu or call 919-807-7214.

Student Files

The College shall maintain an application for admission, a transcript of high school work, and documentation of college Course Readiness Assessment scores or Standardized Test scores (SAT/ACT) for all degree or diploma students. The College shall maintain additional information such as medical forms as required for students enrolled in certain programs. All file forms are property of Nash Community College and will not be returned to the student, and will not be forwarded. The Admissions Office shall ensure that appropriate documents are in the permanent student file. Limited student records are secured in a fireproof vault located in the Student and Enrollment Services Office. Student records maintained on the College computerized system, Datatel and Singularity, are secured by the firewall and password protected.

The Registrar maintains all registration documents, records of release of information, and correspondence relating to the student. Except for the permanent transcript data which is

transferred to disk, the paper copy of permanent records of students not enrolled for five (5) years from the date of last enrollment shall be destroyed as specified in the Records, Retention and Disposition Schedule for Institutions in the North Carolina Community College System.

Performance Measures

The Performance Measures for Student Success Report is the North Carolina Community College System’s (NCCCS) major accountability document. This annual performance report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of the 58 community colleges. The Nash Community College (NCC) results for academic year 2013-14 are as follows:

Measure	NCCCS GOAL	NCC
A. Progress of Basic Skills Students	51.2%	25.7%
B. GED Diploma Passing Rate	82%	66.2%
C. Developmental Student Success Rate in College-Level English Courses	74.9%	56.3%
D. Developmental Student Success Rate in College-Level Math Courses	75.4%	73.6%
E. First Year Progression	74.6%	61.4%
F. Curriculum Completion	45.6%	44%
G. Licensure and Certification Passing Rate	91.7%	73.1%
H. College Transfer Performance	93.8%	90%



Financial Aid



Applying for Financial Aid

Nash Community College makes every effort to provide financial assistance, where need exists, for students whose primary goal is to acquire post-secondary education. While students who qualify for aid are usually assisted, the institution expects that all resources at the students' disposal will be used and that the financial aid will supplement these resources.

Application Process

All applicants for financial aid at Nash Community College must:

- Complete "The Free Application For Federal Student Aid" (FAFSA) at <http://fafsa.gov> to receive a "Student Aid Report" which determines eligibility.
- Complete and submit documents requested by the Financial Aid Office.
- If additional documents are needed, a Financial Aid Document Request letter will be sent to your campus email account.

Priority Dates

In order to provide adequate time for processing and awarding financial aid prior to the first day of classes each semester, priority dates are established. Students that submit financial aid applications after the established priority dates should be prepared to pay for tuition, fees, and books. Financial aid award notifications are mailed (electronically or via the U.S. Postal Service) within two weeks of application file completion. Established priority dates for receipt of all required application documents are as follows:

Fall Semester - June 1
Spring Semester - November 15
Summer Semester - April 1

Students are encouraged to apply for financial assistance when they apply for admission. To receive financial aid a student must have a high school diploma from an accredited school or high school equivalency and must be admitted to Nash Community College.

The Financial Aid Office reserves the right to ask for verification of financial information and uses the standards in the current verification guide of the US Department of Education.

Financial Aid is awarded on the basis of need and Satisfactory Academic Progress. It is essential to apply early (January through March) to be given priority consideration for aid since applications will be processed on a first-come, first-served basis.

Financial Aid is awarded based on full time enrollment. Adjustments to awards will be made based on enrollment status after the ten percent point of the semester.

Due to federal regulations, enrollment status is determined by Clock Hour conversion for all diploma and Pell eligible certificate programs. This conversion process may cause a decrease in a student's financial aid award. (This directly affects students in diploma programs such as Cosmetology, Practical Nursing, etc.)

Financial Aid advisors are available to answer any student questions related to financial aid.

Drug Convictions and Financial Aid Eligibility

Students convicted of drug offenses committed while receiving Title IV federal financial aid may be ineligible for federal financial aid for one or more years from the date of conviction. Federal aid includes: Federal Student Loans, Federal PLUS Loans, Federal Grants and Federal Work Study.

Penalties for Drug Convictions

Possession of Illegal Drugs:

- First Offense: 1 year from the date of conviction
- Second Offense: 2 years from the date of conviction
- Third and Subsequent Offenses: Indefinite ineligibility from the date of conviction

Sale of Illegal Drugs:

- First Offense: 2 years from the date of conviction
- Second and Subsequent Offenses: Indefinite ineligibility from the date of conviction

How to Regain Eligibility for Federal Financial Aid After a Drug Conviction

Students can regain eligibility for federal programs no matter how many or what type of drug convictions they have. Students must successfully complete an acceptable drug rehabilitation program that meets the standards set by Congress and the Department of Education. Students will regain eligibility on the date the program is completed.

What is an Acceptable Drug Rehabilitation Program?

An acceptable drug rehabilitation program must require passing TWO unannounced drug tests AND it must either:

1. Be qualified to receive funds from a federal, state or local government agency or program, or from a state or federally licensed insurance company, or
2. Be administered or recognized by a federal, state or local government agency or court, or by a state or federally licensed hospital, health clinic, or medical doctor.

Free Application for Federal Student Aid (FAFSA)

Question 23 on the FAFSA form asks if the student has ever been convicted of a drug related offense. Answering this question falsely, if discovered, could result in fines up to \$20,000, imprisonment, or both.

Convictions During Enrollment

According to the United States Department of Education, if a student is convicted of a drug offense after receiving federal aid, the student must notify the Financial Aid Office immediately and that student will be ineligible for further aid and required to pay back all aid received after the conviction.

Types of Aid

There are two main types of aid for which a student may be eligible: Gift Aid, which consists of grants and scholarships and does not have to be repaid, and Self-Help Aid which consists of loans and part-time employment. Loans must be repaid.

Each program is regulated by federal, state, and institutional policies. It is essential to consult the Financial Aid Office for details concerning financial aid program specifics, rights and responsibilities of the student, budget information, eligibility criteria, and the application process.

Gift Aid

Grants

A grant is a gift that does not have to be repaid. Grants available include:

Federal Pell Grant

Federal Pell Grants make funds available to eligible Nash Community College students based on enrollment status in a one or two-year curriculum. The actual amount of the grant is determined by the Department of Education. Undergraduate students who have a Bachelor's Degree and/or who are in default of student loans or who have received an overpayment are not eligible for Federal Pell Grants.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grants are gift aid for undergraduates with exceptional financial need. Pell Grant recipients with the lowest Expected Family Contributions (EFCs) are given first priority.

North Carolina Community College Grant

Students must be North Carolina residents enrolled for at least six (6) credit hours per semester in curriculum programs. 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 expected family contribution as determined on the Student Aid Report. Students who have earned the baccalaureate (4 year) college degree are ineligible.

North Carolina Education Lottery Scholarship

To be eligible, students must be North Carolina residents enrolled for at least six (6) credit hours per semester in curriculum programs. 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 expected family contribution as determined on the Student Aid Report. Students who have earned the baccalaureate (4 year) college degree are ineligible. Applicants must complete the Free Application for Federal Student Aid (FAFSA) which is also used to qualify for Federal Pell Grants.

Child Care Grant Program

Assistance with child care expenses from the Child Care Grant Program is contingent upon availability of funds for qualified students enrolled in eligible programs. Applications are available in the Financial Aid Office.

Self-Help Aid

Direct Loans

Direct Loans are low-interest loans for students to help pay for the cost of education after high school. The lender is the U. S. Department of Education and serviced by authorized institutions.

A Subsidized Loan is awarded on the basis of financial need. The six month grace period on interest charged on federal student loans has been suspended, meaning that interest will begin accumulating immediately after a student graduates. This will affect loans made between July 1, 2012 and June 30, 2014.

An Unsubsidized Loan is not awarded on the basis of need. Students will be charged interest from the time the loan is disbursed until it is paid in full. If students allow the interest to accrue (accumulate) while in school or during other periods of nonpayment, it will be CAPITALIZED – interest will be added to the principal amount of the loan, and additional interest will be based on the higher amount.

You must request a loan from Nash Community College. The Nash Community College Financial Aid Office will not automatically award a loan to you.

Students interested in the Direct Loan Program must complete the following:

1. Be admitted into an approved degree, diploma or certificate program, and be maintaining Satisfactory Academic Progress in that program.
2. Complete the FAFSA (Free Application for Federal Student Aid) for the current aid year.
3. Provide additional documents if requested by the Financial Aid Office. Sometimes FAFSA data is incomplete, or the US Department of Education selects a student for verification.

If the Financial Aid Office needs additional information before determining your loan eligibility, please comply as quickly as possible.

4. Complete the Nash Community College Loan Confirmation Form available on the College's website.
5. Complete Loan Entrance Counseling. This can be done online at www.studentloans.gov. Once you access this web site, select "Log In" on the right side of the page.
6. Complete the Electronic Master Promissory Note (MPN) at the secure Department of Education site at www.studentloans.gov. Once you access this web site, select the option for "Complete Master Promissory Note." If you have had a previous loan with Nash Community College or other institutions, you must complete this process again for the current aid year.
7. Review your Federal Stafford Loan balance and/or total debt by going to the National Student Loan Database System www.nslds.ed.gov, print and attach a copy to your application. Your loan will not be processed if you do not include a copy of your loan summary.
8. Complete the Financial Awareness Counseling at <http://www.studentloans.gov>. Once completed, select the "View Completed Counseling." Print and attach a copy of the completion page. Your loan will not be processed if you do not include a copy of the completion page. If you have had a previous loan with Nash or any other institution, you must print this completion page again for the current aid year.
9. Determine how much the student needs to borrow and the loan period. This will allow the student to complete the Loan Amount Requested and the Requested Loan Term on the Nash Community College Loan Confirmation Form. All loans come in TWO disbursements.

Student Type	Completed Credits	Subsidized	Unsubsidized	Annual Max (Sub+Unsub)
Dependent	Less than 33	\$3,500	\$2,000	\$5,500
Dependent	33 or more	\$4,500	\$2,000	\$6,500
Independent	Less than 33	\$3,500	\$6,000	\$9,500
Independent	33 or more	\$4,500	\$6,000	\$10,500

Note: Students enrolled in all pre-curriculum courses will be limited to borrowing at the first year level until they complete the required pre-curriculum courses.

10. Complete the Nash Community College Loan Confirmation Form (www.nashcc.edu) by December 1 for fall semester, April 15 for spring semester, and June 1 for summer term.

11. Attend and finish your classes. You must attend your classes to be eligible for the loan disbursements. If you withdraw or drop below half-time (6 credits) before your loan is disbursed, the funds will be returned to the Department of Education. Loan refunds (balances remaining after tuition and book charges are deducted) will be added to your NCC Discover[®] Prepaid Debit Card. Refund dates will be posted on the Financial Aid web site.

Note: Transfer students will not be able to receive the full yearly award if they have already received a disbursement from another school.

Loan Increase

If students want to increase their loan, then they must complete the Nash Community College Loan Increase Form. The student must specify the reason for the increase, and the reason must be in accordance to the requirements listed on the master promissory note. The form must be completed by December 1 for fall semester, April 15 for spring semester, and June 1 for summer term.

Exit Counseling

Students must complete exit counseling if they have either dropped below half time (less than 6 hours), have left the college due to withdrawing or have graduated. The Department of Education (regardless if the student plans to transfer to another school), regulations require that students complete an exit counseling session for their subsidized or unsubsidized Federal Stafford Loans.

The counseling session provides information about how to manage student loans after college and provides information on loan repayment. Exit Loan Counseling can be completed on the federal web site at www.studentloans.gov.

You will not be allowed to reregister for classes or to request transcripts from the College until the exit counseling session has been completed.

Prospective Teacher Scholarship Loan Fund of North Carolina

Any resident of North Carolina who is interested in preparing to teach in a North Carolina public school is eligible to apply. The community college award amounts to \$900 for each regular school year.

The criteria for the scholarship shall be a measure of academic performance including grade point average, scores on standardized tests, class rank and recommendations of guidance counselors. Applications are available at www.cfnc.org.

Student Loan Program for Health, Science and Mathematics

In an effort to encourage North Carolinians to pursue career opportunities in the health, science, and mathematics disciplines, the General Assembly appropriates funds for student loans.

Maximum loan amount for each full academic year available for associate degrees is \$3,000. Applications are available www.cfnc.org.

Student Employment

The Federal College Work Study Program

The Federal College Work Study Program provides part-time work in academic and administrative departments on campus for eligible students to assist them with paying part of their educational expenses while attending classes. Students must complete the "Free Application for Federal Student Aid" (FASFA), be enrolled at least half-time, and be making satisfactory progress in an eligible program. Applications are available in the Financial Aid Office.

To Maintain Eligibility for Financial Aid

To remain eligible for financial aid, a student must satisfy requirements of the following policies:

Satisfactory Academic Progress

The Federal Student Financial Handbook states the following: "The regulations for satisfactory progress were initially published in October 1983 and were amended on December 1, 1987; April 29, 1994; and November 29, 1994. Every school participating in Student Financial Assistance (SFA) Programs must monitor its SFA recipients to ensure that they are meeting satisfactory progress standards."

Satisfactory Academic Progress will be calculated at the end of each academic term and will include all periods of enrollment.

In order to be eligible for financial aid, students must meet the following minimum guidelines:

- **Maximum Time Frame:** Students must complete an eligible program within a time frame not to exceed 1.5 times the normal published time frame. For example, if the academic program length is 70 credit hours, the maximum credit hours that may be attempted is 105 credit hours ($70 \times 1.5 = 105$). The calculation of the maximum time frame includes all hours attempted at Nash Community College and transfer credits from other institutions.
- **Quantitative Standard:** Students must complete 67 percent of the total cumulative credit hours attempted. For example, if a student has attempted 50 credit hours, the student must earn credit for at least 33 hours ($50 \times .67 = 33.5$). Course grades of AU, R/RT, W, WA, WF, WP, F, and I are not considered completions and will adversely affect a student's satisfactory academic rate calculations.
- **Qualitative Standard:** Students must maintain successful academic progress as defined by the Nash Community College catalog (1-36 hours attempted, minimum GPA of 1.5; over 36 hours attempted, minimum 2.0 GPA).

Students who fail to meet the minimum standards for Satisfactory Academic Progress at the end of the semester will be placed on financial aid warning. A student may continue to receive financial aid for one semester while on financial aid warning provided they are otherwise eligible. Students should use this opportunity to re-establish Satisfactory Academic Progress. If, at the end of the financial aid warning period, the student is meeting the minimum requirements for satisfactory academic progress, the financial aid warning is lifted.

Students who fail to make Satisfactory Academic Progress after the financial aid warning semester will be ineligible for financial aid until satisfactory progress has been met. A student may attend the next semester(s) (at the student's expense) in order to meet the minimum standards for Satisfactory Academic Progress.

Satisfactory Academic Progress (SAP) Appeals

Students have an opportunity to appeal their financial aid if they are placed on financial aid suspension. Each student has a lifetime total of three times to appeal their aid. Students will be notified about their SAP status once grades are posted at the end of the semester and will receive a Satisfactory Academic Progress Appeal Form. Appeals will not be granted for previous semesters. Appeals can only be reviewed for the current semester for which the student is seeking enrollment. No appeals will be retroactive.

An appeal will be granted only if the student can document extenuating circumstances that prevent him or her from meeting the Satisfactory Academic Progress Standards. Appeals submitted without documentation will not be considered. Documentation may include, but is not limited to, one or more of the following: statement signed by a physician with dates of treatment/hospitalization verifying that the student's medical condition significantly impacted his or her ability to successfully complete the semester; death certificates or obituary; statement from employer on letterhead and signed by a supervisor, etc. Students must provide a typed explanation stating the reason(s) for their appeal. They must indicate how their circumstances have changed so that they can comply with the policy in the future.

All appeals will be reviewed by the SAP Financial Aid Review Committee. The SAP Financial Aid Review Committee does not meet with students or supporting parties; therefore, it is important for you to provide all information requested on the SAP Appeal Form. The SAP Financial Aid Review Committee meets the first Thursday of every month. In order for the student's appeal to be reviewed by the committee, the appeal must be submitted to the Financial Aid Office by 12:00 noon on the Wednesday before the Financial Aid Review Committee meeting.

Financial Aid Success Plan for Students on Financial Aid Warning

In order to promote student success at Nash Community College, students who have been placed on warning by the financial aid office are automatically referred to the College Early Intervention Program. An academic counselor from Student & Enrollment Services (SES)

will be in contact with the student via e-mail or telephone to set up an appointment. Students are highly encouraged to meet with the counselor in a face-to-face session to discuss their academic future and plans for success within two (2) weeks of being notified of their financial aid warning. Students must check their College e-mail account regularly and keep the College informed of address changes. Additional information concerning the Financial Aid Success Plan will be discussed with the counselor at the initial meeting. Should the student err and be placed on financial aid suspension, their dedicated commitment and completion of the Success Plan can be used as supportive documentation in their financial aid appeal. The completion of the Success Plan does not guarantee an appeal will be granted. The Financial Aid Review Committee makes the determination to grant or deny an appeal.

Financial Aid Policies and Procedures

Financial aid award packages are based on current funding information from state and/or federal governments and are subject to change. Awards will automatically be posted to a student's account once all items that have been requested from the Financial Aid Office have been received and processed. Students must notify the Financial Office if they decide not to attend Nash Community College or if they choose to decline any funds awarded to them.

Financial aid funds are credited to the student's account at the beginning of each semester to be applied to eligible education expenses. Tuition and fees are deducted from available financial aid funds. In order to charge items other than tuition and fees, a student must complete a Nash Community College Financial Aid Authorization form each academic year. The financial aid office will verify class attendance for each financial aid student. Once attendance and enrollment status has been verified, disbursement of the remaining award will be loaded to the student's NCC Discover prepaid debit card.

A student must be enrolled in an eligible program to receive financial aid. Any classes taken outside of the student's current program of study may cause a decrease to his/her expected financial aid award.

A student cannot receive financial aid for classes completed by proficiency examination or classes that are audited.

If a student withdraws from all of his/her classes before the 60 percent point in the enrollment period, he/she will be required to repay a portion of the award to the US Department of Education. The student will need to make arrangements to repay this money within 45 days from the withdrawal date. The student should understand, as well, that they could possibly become ineligible for financial aid if they do not make arrangements to repay the money to the US Department of Education.

Financial aid recipients must renew applications each year to be considered for the upcoming academic year as outlined in "Applying for Financial Aid."

Lifetime Limit

Effective with the 2012-2013 Award Year, a student's eligibility for Federal Pell Grant is limited to 12 semesters (or its equivalent).

Refunds and Repayment

Refunds to students receiving Title IV federal funds will be handled in the same manner as specified in the institutional refund policy. The refund policy of the College shall be consistent with the North Carolina Administrative Code and may designate different refund specifications for curriculum and continuing education. Information regarding refunds may be obtained from the Business Office. A student may be required to repay a portion of the Student Financial Assistance (SFA) award if he/she withdraws from the institution or reduces his/her course load before the 60 percent point of the enrollment period.

NCC Discover Prepaid Debit Card

All eligible students whose financial aid has been processed will receive an NCC Discover Prepaid Debit Card. This is a prepaid Discover Debit Card and not a credit card. It is designed to function without a checking account. If the student is due a financial aid refund, the funds will be loaded to his or her card on a designated date each semester. Students will receive an e-mail to their College email account when the funds are available. For additional information on the Discover Prepaid Debit Card, please refer to www.acceluraid.com/nashcc.

Late-Start Classes

Students enrolled in late-start classes will have their disbursement reduced or will not receive a financial aid (Pell and/or Direct Loan) disbursement until the late-start classes have begun and attendance has been verified with the instructor through the 10 percent point of class. Please contact the Financial Aid Office for specific information regarding late-start classes.

Veterans Affairs

A Veterans Certifying Official is available to assist veterans and eligible persons who wish to apply for VA educational assistance. Most programs being offered by the College are approved for training under the G. I. Bill. Application forms and information may be obtained from the Financial Aid Office or online at www.nashcc.edu/va. The VA sponsors the following educational assistance programs for qualifying veterans and other eligible persons: Chapter 30, 31, 32, 33, 35, 1606 and 1607.

Students applying for VA benefits must meet curriculum program admission requirements. Please refer to the curriculum program admission section of the Nash Community College catalog.

In-State Tuition for Certain Veterans and Other Individuals

Effective July 2, 2015, Nash Community College's policy is to allow in-state tuition for certain veterans and other individuals who meet the criteria in accordance with Section 702 of the Choice Act, and S.L. 2015-116 (S478), In-State Tuition for Certain Veterans and Other Individuals.

For veterans, the 12-month residency requirement for in-state tuition is waived if the following conditions are met:

- Served on active duty for at least 90 days in the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.
- Discharged or released under conditions other than dishonorable.
- Qualifies for and uses federal educational benefits under either the Montgomery GI Bill Active Duty Education Program or the Post-9/11 Educational Assistance.
- Qualifies for admission to Nash Community College.
- Enrolled within three years of the veteran's discharge or release date.
- The veteran's abode is North Carolina, meaning the veteran must actually live in NC, whether temporarily or permanently.
- Provides the college with a letter of intent to establish legal residence in North Carolina.

Documentation Required:

- DD-214 (Member 4 preferred)
- Copy of Certificate of Eligibility (COE)
- Proof of permanent or temporary living in North Carolina (2 documents)
- Letter of to establish legal residence in North Carolina.

For other individuals, the 12-month residency requirement for in-state tuition is waived if the following conditions are met:

- The person is the recipient of veteran's federal educational benefits under either 38 USC Chapter 30 (Montgomery GI Bill Active Duty Education Program) or 38 USC Chapter 33 (Post-9/11 Educational Assistance).
- The person is a recipient of the Marine Gunnery Sergeant John David Fry Scholarship who lives in North Carolina and enrolls at Nash Community College within three years of the service member's death in the line of duty following a period of active duty service of 90 days or more.
- The person qualifies for admission and is enrolled at Nash Community College within three years of the veteran's discharge or release from the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.

- The person's abode is North Carolina meaning the person must actually live in NC, whether temporarily or permanently.
- The person provides Nash Community College with a Letter of Intent to establish legal residence in North Carolina.

Documentation Required:

- DD-214 (Member 4 preferred) of spouse or parent
- Copy of Certificate of Eligibility (COE) or John David Fry Scholarship
- Proof of permanent or temporary living in North Carolina (2 documents)
- Letter of Intent to establish legal residence in North Carolina

Additionally, after the expiration of the three-year period, any enrolled veteran or other enrolled individual eligible for the educational benefits listed above and for whom the 12-month residency requirement was waived, will continue to be eligible for the in-state tuition rate so long as the veteran or qualified individual remains continuously enrolled at Nash Community College.

What Effects VA Benefits Eligibility

It is the responsibility of the veteran to advise the VA Certifying Officer regarding program and enrollment changes. Failure to notify the VA Certifying Officer of these changes may result in termination of benefits at the end of the subsequent term upon receipt of the student's official grade report. Other factors that may create a loss or reduction of benefits are:

- Dropping courses
- Taking courses, hybrid or online remedial coursework not approved as a part of a regular program of study
- Taking courses previously passed, including by proficiency examination
- Irregular attendance and/or
- Being placed on Academic Probation I or Academic Probation II, or directed withdrawal.

Veterans Affairs (VA) Documentation

VA regulations governing institution-approved training of veterans and or dependents of veterans require certain documents be on file with the Certifying Official prior to certification of enrollment. Certification will not be made until the VA Certifying Official receives all documentation. It takes approximately 60-90 days from the date of certification for benefits to start.

Required VA documentation are as follows:

1. Nash Community College Admissions Application and all required curriculum program admissions documentation.

2. Completed application for VA benefits and all required supporting documentation, including, but not limited to the following:
 - a. Copy of DD-214 or National Guard form DD-2384, "NOBE", signed by the unit commander;
 - b. Copy of marriage certificate (for spouse);
 - c. Dependent children's birth certificate (if applicable) and;

*** If VA benefits have been received for prior training at another institution, complete a Change of Program or Place of Training form (22-1955 for veteran and form 22-5495 for Dependents).

Each semester, after tuition and fees have been paid, all veterans and dependents of veterans are required to submit the Veteran Services Enrollment Form.

VA students will not be certified for benefits until the Certifying Official has received the Veteran Services Enrollment Form.

Chapter 33 & 31 VA Students

After completing all of the proper steps for certification and having registered for classes, the VA Certifying Official will place a hold on Chapter 33 & 31 student's schedule to prevent being dropped from classes for non-payment.

Vocational Rehabilitation

The Vocational Rehabilitation Program offers services as necessary to enable a student with a physical and/or mental disability to become self-supporting. Students should contact the Division of Vocational Rehabilitation to apply for education assistance.

Scholarships

Numerous endowed and annually donated scholarships are available at Nash Community College. These scholarships are provided by friends of the College, including individuals, businesses, industries, local agencies, clubs, organizations, and the College Foundation. Many of the awards have been established in memory or honor of loved ones. Individuals may make designated gifts to specific scholarships.

NCC Foundation Scholarship Endowments

Endowed scholarships are derived from the interest earned on the principal amount of a gift from the sponsor that has been invested for perpetuity. The college is honored that these companies and/or individuals have chosen to establish these perpetual gifts of education.

Alford L. Sweatt, Jr. Scholarships
 Louise Grady Suiter Memorial Nursing
 Scholarship
 Allan C. and Margaret L. Mims Nursing
 Scholarships
 Sallie Hudson Sabiston Memorial
 Scholarships
 Peggie Thigpen Moore
 Endowed Chair for Culinary Arts
 Ingram Construction Company Endowed
 Chair for Engineering
 GlaxoSmithKline Scholars Awards
 Josephine Hackney Hedgepeth and
 Merion Smith Hedgepeth
 Memorial Scholarships
 Helen and Jack Laughery
 Honorary Scholarships
 Dr. Robert E. Zipf, Jr. and Nancy G. Zipf
 Scholarships
 Kenneth Wordsworth
 Memorial Scholarships
 Caroline and John H. High Scholarships
 J. Edgar and Peggie T. Moore
 Excellence in Teaching
 and Staff Awards
 Park View Hospital Nurses
 Alumnae Scholarship
 Friends With Heart Scholarship
 Warner Family Scholarship
 (In memory of Mr. and
 Mrs. M. J. Warner, Sr.)
 Daisy and Harry Howell Scholarship
 David Walter Howell Memorial Scholarship
 Danny and Jane Tyson Scholarship
 Benvenue Alumni Association Scholarships
 NCC Board of Trustees Scholarships
 Rocky Mount Civitan Club Scholarships
 Evelyn G. and Charles M. Johnson

Scholarship
 Duke Energy Line Academy Scholarships
 Elsie L. Brantley Memorial
 Nursing Scholarship
 Sara L. Zalzneck Honorary Scholarship
 RBC Centura Banks, Inc.
 President's Challenge
 Thomas Arthur and Irene Davis Thurmond
 Scholarships
 Gerald P. Cox and Meilia S. Cox
 Family Foundation Nursing
 Scholarships
 Price-Watson Scholarship
 Crown LSP Group Scholarship
 Southern Bank & Trust Company
 Scholarship
 Robert E. Barnhill, Sr. Memorial Scholarship
 Winnie Edwards Brown Nursing Scholarship
 Milton P. Fields Family Scholarship
 Strickland/Crawford Nursing Scholarship
 First South Bank - Henry Gregory
 Memorial Scholarship
 Dale and Genia Bone Scholarship
 Moring-Jennett Scholarship
 Charles M. Johnson - Improved Order of
 Redman Apache Tribe 2 Scholarship
 David S. Morgan Computer Science
 Scholarship
 Kendall Cooper Memorial Scholarship
 Community Hospice Foundation
 Scholarship
 L. A. and Mamie Ford Johnson and Jesse
 and Sally Harper Gay Scholarship
 Mr. and Mrs. William S. Shrago Scholarship
 Marie B. Joyner Memorial Scholarship
 Evelyn Benton Willis Memorial Scholarship
 Steven D. Felton Business Scholarship
 Dr. J. Reid Parrott, Jr. Honorary Scholarship

Wiley Frank Wood Memorial
Technology Scholarship
Russell L. Proctor, III Honorary Scholarship
Georgia Davis Roberson
Memorial Scholarship
Eula Rowell Wiggins Memorial Scholarship
Jack D. Ballard Scholarship
Evelyn H. Bennett Nursing Scholarship
Ernest and Ella Rose Memorial Scholarship
Bowen Family Scholarship
Finch Scholarship
Dr. Katherine M. Johnson
Honorary Scholarship
William C. and Janet F. Cooper
Nursing Scholarship
Jimmy and Mary Charles Holmes
Memorial Scholarship
George T. and Rosa A. Brodie Scholarship
R. Quillen Ward Memorial Scholarship
M. Samuel Hayworth Memorial Scholarship
Mary Lachicotte "Sister" Baldwin
Scholarship

Kate Spruill Harrison Scholarship
Merritt and Mary Frances Matthews
Memorial Scholarship
E. B. Hale Memorial Scholarship
Mack and Billie McDonald
Memorial Scholarship
Tassie Ree Langley Academic Scholarship
Lloyd L. Ennis and Susan Bryant Ennis
Math Scholarship
Kathy and Richard Sykes
Business Scholarship
Teresa Herring Honorary
Nursing Scholarship
Richard J. Ford, Jr. Memorial
Culinary Scholarship
Thomas A. Betts, Sr. Memorial Scholarship
Ronald E. Capps, Sr. Memorial Scholarship
Annie Louise Gaynor Memorial
Nursing Scholarship
Charles Wayne Blanton Family Scholarship
Leroy Jones Memorial Scholarship

Annual Scholarships

Annual scholarships are funded each year by the sponsor and are given to students meeting the established criteria. The college is honored that these companies and/or individuals have chosen to provide these annual gifts of education.

Helene B. Abbott Memorial
Nursing Scholarship
Benny K. Adcox Technical
Memorial Scholarship
Lucille Alston Honorary Scholarship
Celestine Alston Memorial
Cosmetology Scholarship
Pat Barnhill Memorial Nursing Scholarship
BB&T Business Scholarship
BB&T/Communities in Schools Scholarship
V. Ellen Braswell Public Safety Scholarship
Brighter Future Scholarship
John and Jan Browning Scholarship
Carolina Eagle Budweiser Inc. Scholarship
Cummins, Inc. Rocky Mount Engine Plant

Work/Study/Scholarship Program
Betsy B. Currin Scholarship
Currin-Noblin Scholarships
Davenport Autopark Automotive
Technology Scholarship
Wayne and Sherron Deal
Honorary Scholarship
Duke Energy Scholarship
Edgecombe-Nash Retired School
Personnel Scholarship
George Tracy Edwards
Memorial Scholarship
William and Lennie Everett
Honorary Nursing Scholarship
Faculty of Criminal Justice Scholarship

First Christian Church Fellowship
 Class Scholarship
 Gravely Foundation Scholarships
 Tom Griffin Memorial Scholarship
 Halifax Electric Membership Corporation
 Scholarship
 Peggy Jennings Harper
 Memorial Scholarship
 Hazel Harrell Scholarship
 *(Sponsored by the Rocky Mount
 Business and Professional Women's
 Club)*
 Julia S. Harrell Memorial Scholarship
 Patricia Harrell-Brown
 Memorial Scholarship
 Hospira Scholarships
 Huffines/Davenport
 Educational Trust Scholarships
 Hunt- Smith Family Scholarship
 John Tyler Inscoe Memorial Scholarship
 Angela Hedgepeth Jackson
 Memorial Scholarship
 Industrial Advanced
 Manufacturing Scholarships
 Junior Guild of Rocky Mount Scholarship
 Kiwanis Club of Rocky Mount Scholarship
 H. Kel Landis, Jr. Memorial Scholarship
 Louise S. and David H. Latham, Jr.
 Memorial Scholarship
 LIFECARE Hospitals of North Carolina
 Nursing Scholarship
 MBM Professional Truck Drivers
 Training Scholarships
 Nash UNC Health Care Systems
 Scholarships
 Nashville United Methodist Church
 Scholarship
 NCC Alumni Scholarship
 NCC Foundation Scholarships
 NCC Gamma Beta Phi Honors Scholarship
 NCC Phi Theta Kappa Honors Scholarship
 NCC J. Edgar and Peggie T. Moore
 Faculty Senate Scholarship
 NCC Outstanding Work Study
 Student Scholarship
 NCC Physical Therapist Assistant
 Student Organization Scholarship
 NCC Retirees Scholarship
 NCC Student Ambassador Scholarships
 NCC Student and Enrollment Services
 Scholarship
 New Horizons Scholarship
 North Carolina's Electric Cooperatives
 Scholarship
 Al Joseph Pridgen, Sr.
 Memorial Scholarship
 Rocky Mount Evening Lions Club
 Scholarship
 Rocky Mount Garden Club Scholarship
 Rocky Mount Telegram Scholarship
 Ruritan National Foundation Scholarship
 Robin Dru Sallenger Scholarship
 Julia R. Sellars Memorial Scholarship
 Pravin Shukla International Award
 Gilbert H. Snell Memorial Scholarship
 Shell Rapid Lube and Auto Spa Scholarship
 State Employees Credit Union Scholarships
 Suddenlink Communications Scholarship
 Frederick E. Turnage Student
 Leadership Scholarship
 Universal Leaf of North America, U.S.
 Scholarships
 Alice van der Meulen Memorial Scholarship
 Wells Fargo Technical Scholarship
 Annette Poirier Wolfe
 Memorial Scholarship
 Jean Wynne Memorial Scholarship
 *(Sponsored by the Rocky Mount
 Luncheon Pilot Club)*



Student & Enrollment Services



Counseling Services

Counseling services are available to all current and prospective students. Students have the opportunity to discuss personal, academic or vocational concerns with a counselor. Counselors assist students in career planning, academic advising, Course Readiness Assessment (CRA) and referral services and work closely with the instructional faculty to identify and address specific needs of students. Counselors offer workshops on various topics to enhance the student's academic achievement and career development. Students are seen on an individual basis and are encouraged to schedule appointments; however, walk-ins are welcome.

Student Advisement

Each student is assigned a faculty member who will serve as an academic advisor to assist in planning and scheduling relevant program courses. Each semester, the student is encouraged to schedule an appointment with his/her academic advisor prior to registration or before registering for classes.

Students are encouraged to take an active role in their academic planning and achievement and to meet with their academic advisor to discuss career development issues related to their program of study. Prior to graduation, students should schedule an appointment with their academic advisor to ensure that all graduation requirements have been satisfactorily completed. Application for graduation and the associated paperwork is the responsibility of the student.

FOCUS: Fostering Opportunities Cultivating Unparalleled Success

FOCUS: Fostering Opportunities Cultivating Unparalleled Success is a first year experience program designed to help students transition into the demands and expectations of college and empower them to achieve greater success. Objectives of the program include assisting students to develop effective learning strategies, be aware of academic and support services and realize the value and benefit of goal setting.

FOCUS objectives are emphasized in the seminar course, ACA 115-Success and Study Skills, included in curriculum programs of study. Program objectives are designed to help first year students develop skills to help ensure success in their academic experience. Students will also benefit from interaction with advisors and utilization of other student support services.

Early Intervention

At Nash Community College, we are focused on helping students succeed from the time they walk onto campus until the day they graduate. From time to time, it may become

apparent to a faculty or staff member that a student is struggling in reaching their academic goals. Faculty or staff may refer the student to a Counselor in Student and Enrollment Services, who will discuss various resources available, both on and off campus, that will enable the student to succeed.

Services to Students with Disabilities

Nash Community College is committed to providing equal access to education for persons with disabilities. Reasonable accommodations are made for students with disabilities who qualify for admission. Counselors assist with admission and registration as needed, make referrals to and work with agencies which serve the needs of students with disabilities. At the student's request, the ADA Coordinator will meet with the student to assess individual needs, documentation, and determination of reasonable accommodations. It is the responsibility of the student to make his/her request known to the ADA Coordinator. Current documentation must be provided from a licensed/certified professional that adequately substantiates the need for reasonable accommodations. All documentation and records provided will be maintained in a confidential manner according to the Family Educational Rights and Privacy Act of 1974.

Service Animals on Campus

Policy

Consistent with the American with Disabilities Amendments Act (ADAAA), it is the policy of Nash Community College that individuals with disabilities are permitted to be accompanied by their Service Animal or Emotional Support Animal. This includes areas of the college campus where students, visitors, participants in services, programs or activities, or invitees are allowed. Exceptions may include situations when safety is an issue, or when it is determined that the service animal could interfere with the fundamental nature of the activities being conducted. Please contact the Vice President for Student and Enrollment Services with questions regarding exceptions or denial of a service animal being permitted in certain situations.

Definitions

A **Service Animal** is "any dog that is individually trained to work or perform tasks for the benefit of an individual with a disability, including, a physical, sensory, psychiatric, intellectual or other mental disability." Other species of animals whether wild or domestic, trained or untrained, are not service animals except that of miniature horses, if individually trained and deemed reasonable, may be used for the benefit of individuals with disabilities (Definitions, 28 C.F.R. ' 35.104, 2011 and Service Animals, 28 C.F.R.' 35.136, 2011).

If an individual's need for a Service Animal and the qualifications of the animal are not obvious, the individual may be asked: (a) whether the animal is required because of a disability; and (b) what work or task(s) the animal has been individually trained to perform.

An **Emotional Support Animal** is not a Service Animal and does not require specialized training. However, the student must provide current documentation from a licensed health provider or therapist indicating diagnosis and verification that an emotional support animal has been prescribed for treatment purposes and is necessary to help alleviate symptoms associated with the person's condition.

A Service Animal or Emotional Support Animal may be excluded from campus, classrooms, or other facilities, when:

1. The animal's behavior poses a direct threat to the health or safety of others.
2. The animal is out of control and the animal's handler does not take effective action to control it (see note below).
3. The animal's behavior fundamentally alters the nature of the programs, services, facilities, privileges, advantages, or accommodations at issue.
4. The animal is not housebroken (owner is responsible for disposal of any animal waste on campus grounds).
5. The animal is sick, dirty, has strong odor, not groomed, or has evidence of fleas or ticks.
6. The animal is not licensed and fully inoculated in accordance with local/state law.

A service animal must have a visible collar with tags and be under the control of its handler at all times. A service animal shall also have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether. The use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means.)

Conflicting Disabilities

Persons who have asthma/allergy/medical issues related to animals are encouraged to make their condition known to Disability Services (for students) or Human Resources (for employees) by providing medical documentation to support their condition. Action will be taken to consider the requirements of both parties as efficiently as possible.

Requests for Accommodations:

Students/Visitors

Students or visitors using a service animal are welcome in all areas of campus that are open to the public. Specific questions related to the use of the service or emotional support animal should be directed to the College's ADA coordinator.

Employees

Employees requesting reasonable accommodations, including the use of a service or emotional support animal should contact Human Resources.

Visitors and Guests Requesting Accommodations

Individuals attending a NCC function, event, or graduation ceremony are eligible for reasonable accommodations under the ADAA. Please contact the ADA Coordinator at least 48 hours prior to the event to make a request. Requests should be made in writing. Every effort will be made to provide reasonable accommodations for requests made in a timely manner. If you are requesting interpreters for a NCC sponsored event, these requests need to be made two (2) weeks prior to the date interpreting services will be needed.

Your request can be made by:
Email: ncccounselor@nashcc.edu
Phone: 252-451-8260
Fax: 252-451-8401

Orientation

It is recommended that all students participate in a college orientation program. Multiple opportunities, including an online orientation option, are available for students to meet this requirement. Online orientation is available at www.nashcc.edu/online.

Career Planning and Placement Center

Counselors assist students with every step of the career planning and placement process. This includes helping students obtain employment and helping local businesses by referring students for part-time and full-time positions.

Each of the career planning and placement process steps has numerous corresponding resources related to that step. The information may be found on the web page, which is www.nashcc.edu/careers.

To help students reach their particular employment goals, highlighted services include:

Job and Career Fairs

Periodically the College schedules career fairs and company interviews on campus. Upon request, presentations for interviews and resume' preparation are provided to classes and community groups.

College Foundation of North Carolina (CFNC)

Counselors use CFNC Career Center and the CFNC Career tools. After signing up for a free account you will be able to take advantage of all the free resources provided by CFNC. These programs will not only assist you with a career direction, but will also help you learn more about yourself, improve your job-seeking skills and explore occupations, majors, and schools.

Job Search

Nash Community College utilizes an online job search engine called EmployMeNCC. As part of a statewide consortium connecting North Carolina community college students and graduates to employers, resources, and materials, EmployMeNCC will assist you as you pursue your career goals.

Some things you can find and do on the EmployMeNCC website:

- Review employer postings and apply for co-ops, internships, and jobs
- Career Planning Resources
- Career TV (Career Videos)
- Interview and Salary Resources
- Resume and Cover Letter Resources

To use EmployMeNCC as a Nash Community College student or graduate just visit www.nashcc.edu/employemcc then create a profile using your student ID number and Nash Community College email.

Additionally, employers can utilize EmployMeNCC by posting jobs on the site for free.

Service Learning

Service Learning is a program that integrates community service with academic instruction as it focuses on critical and reflective thinking and civic responsibility. Service Learning is designed to enable students to be involved in organized community projects that address local needs while developing academic skills relevant to their course of study. Gaining experience in a student's aspired career field and offering them the opportunity to network in the community for future job prospects are also benefits of participating in Service Learning at Nash Community College. Students are asked to reflect on their experiences through a Discussion Forum on the Service Learning course in Moodle. All Service Learners and participating Service Learning Instructors have access to read, comment, and give feedback

through these Discussion Forums. This program not only reflects a sense of civic responsibility, but it also provides a commitment to the community. Specific Service Learning information can also be found on the College Web site at www.nashcc.edu/servicelearning.

General Student Regulations

Student Health Services

Nash Community College maintains no health facilities although first aid supplies are located in all labs and offices. In the event of injury or illness, the student should contact a faculty or staff member.

The responsibility for medical services rests with the student and/or his parents or guardian. Emergency facilities are located nearby at Nash Health Care Systems. Transportation to receive medical services will not be provided by College staff members; however, the College officials will assist the student in contacting emergency services or an individual as designated by the student. The student is personally responsible for all expenses associated with emergency services. For more information, see www.n4health.com.

Student Identification

For concerns relating to safety and security, all students should make arrangements to have an official Nash Community College photo ID made. College ID's are prepared in the Student and Enrollment Services Office on the first floor of Building "A." Identification cards will be used to verify enrollment, and also will be utilized for student entry into Nash Community College sponsored events. Students should be prepared to present proper identification when asked by college staff and campus law enforcement personnel. ID's should be updated each semester in Student and Enrollment Services.

Student ID's are included as part of the college activity fee; however, a charge of \$5 will be assessed for replacement.

Housing

Nash Community College does not provide housing for students either on or off campus.

Internet Use

Use of the Internet must be in support of education and research and consistent with educational objectives as outlined by the College. Faculty, students, staff and other authorized individuals shall be expected to exercise responsible, ethical behavior when using the Internet. The use of the Internet is a privilege and can be revoked for violation of College Internet Policy or Guidelines. Inappropriate or illegal use of the Internet shall result in legal action up to dismissal, in accordance with all policies of the College.

All Internet users shall adhere to the following:

1. Transmission of any material in violation of any law, regulation, or Board policy is prohibited.
2. Use of the Internet for commercial or non-college related activities is prohibited.
3. Users shall not create, access, display, download, or transmit any text file, picture graphics, or sound clip or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane, or lewd, or which advertises any product or service not permitted to minors by law.
4. Users shall not create, access, display, download, or transmit threatening, racist, sexist, obscene, offensive, annoying or harassing language and/or material, such as broadcasting unsolicited messages or sending unwanted mail.
5. Users shall not engage in activities to damage hardware, disrupt communications, waste system resources, or overload networks with excessive data.
6. Users shall be required to adhere to all copyright, trademark, and licensing agreements and laws including seeking permission when required. Existing College policies on copyright apply.
7. The use of College technology resources by students, visitors, and College employees signifies agreement to the above stated computer use guidelines.

Social Media Guidelines

The Nash Community College Public Relations Office establishes official Nash Community College social media sites. Public Relations will coordinate all initial set-up and posts to any pages to insure consistent content. Administrative access will be given to employees as appropriate.

Employees, students, and friends of the College are encouraged to follow the College via its social media sites. Anyone may feel free to comment on a post on the College pages if you can add consequential detail or interesting added information. Please consider the following regarding the use of social media sites:

1. Treat everything you post on the Internet as though it were available to the general public.
2. Use common sense when posting information, comments, photos, etc. on personal and official Nash Community College social media sites. Everything you post reflects on you both as an individual, and in many cases as an associate of the College.

3. Remember, College related social media sites may be subject to monitoring, archiving, and disclosure to third parties in accordance with North Carolina Public Records Law.
4. Participation on any Nash Community College related social media site should be conducted in a socially responsible way (no obscenity, racial slurs, personal insults, profanity, etc.). Such posts or comments on official or affiliated Nash Community College social media sites will be removed and may be addressed according to the Nash Community College student code of conduct.
5. Do not post confidential or proprietary information.
6. Know and follow Nash Community College's student regulations and internet usage policy as all College regulations will be enforced on official social media sites.

Should you have a message or information that you would like posted to the page, please contact Public Relations. Questions, comments, suggestions, or requests related to the Colleges' social media presence should be emailed to nccpr@nashcc.edu.

Campus Sexual Violence Elimination (SaVE) Act Policy

Introduction

Nash Community College is committed to providing a safe learning and working environment. NCC is required to comply with federal law, specifically the Jeanne Clery Act and the Campus Sexual Violence Elimination (SaVE) Act. Nash Community College has adopted policies and procedures to help prevent and respond to incidents of sexual assault, domestic violence, dating violence, and stalking. These guidelines apply to NCC students, faculty, and staff as well as contractors and visitors.

Nash Community College will not tolerate sexual assault, domestic violence, dating violence, or stalking, as defined in this policy, in any form. Such acts of violence are prohibited by Nash Community College policy, as well as state and federal laws. Violators of these types of behaviors are subject to penalties up to and including dismissal or separation from Nash Community College regardless of whether they are also facing criminal or civil charges in a court of law.

Definitions

Consent - is explicit approval to engage in sexual activity demonstrated by clear actions or words. Non-verbal communication silence, passivity, or lack of active resistance does not imply consent. Consent has not been obtained in situations where the individual is forced, pressured, manipulated, or has reasonable fear. Consent also has not been obtained when an individual is incapable of consent due to physical or mental incapacity, or is under the influence of drugs or alcohol.

Dating Violence – refers to violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Domestic Violence – is physical or psychological behaviors used by one person in a relationship to control the other. Partners may be married or not married; heterosexual, gay, or lesbian; living together, separated or dating.

Sexual Assault – has been committed if an individual by force or the threat of force engages in sexual relations against the will of another person.

Stalking – occurs when an individual engages in a course of conduct (harassment) on more than one occasion, directed at a specific person, which would cause a reasonable person to fear for their or her safety or the safety of others, or causing emotional distress.

Reporting an Incident

Nash Community College encourages any member of the college community who has experienced sexual assault, domestic violence, dating violence, or stalking, or knows of another member of the community who has experienced sexual assault, domestic violence, dating violence, or stalking to report the incident to College officials.

If a Nash Community College student, faculty or staff member, visitor, or contractor has experienced a sexual assault, domestic violence, dating violence, or stalking, they should immediately report the incident to the Nash Community College Police Department (NCCPD) at 252-451-8313.

Individuals who are on campus can also make an in-person report at the NCCPD, Building B, office number 2149. The NCCPD will assist all members of the college community by assessing the incident, advising the victim on how to seek legal protection, and making the victim aware of medical, counseling, and other support services. If a reported incident did not occur on campus, the NCCPD can assist the victim in notifying the local law enforcement agency with jurisdiction over the crime. **In case of an emergency or ongoing threat, a victim should get to a safe location and call 911.** Calling 911 will put you in touch with an emergency dispatcher.

Students who have experienced a sexual assault, domestic violence, dating violence, or stalking may also report an incident to Student and Enrollment Services located in Building A, or to the College's Title IX Deputy Coordinator, Larry Mitchell at 252-451-8224.

Employees, contractors and campus visitors who have experienced a sexual assault, domestic violence, dating violence, or stalking may also report an incident to the Human Resources Director, Title IX Coordinator at 252-451-8258.

These offices will provide victims of sexual assault, domestic violence, dating violence, and stalking with information about available support services and resources, and also assist

any victim in notifying the appropriate law enforcement agency, if the victim chooses to do so.

Victims are not required to report to area law enforcement in order to receive assistance from or pursue any options within Nash Community College. For more information, please visit the section on how to report an assault.

Reporting sexual assault, domestic violence, dating violence, and stalking to the police (including the Nash Community College Police Department) does not commit the victim to further legal action. However, the earlier an incident is reported, the easier it will be for law enforcement to investigate.

Written Notification of Rights and Options

Any student or employee who reports an incident of sexual assault, domestic violence, dating violence, or stalking, whether the incident occurred on or off campus, shall receive a written explanation of their rights and options as provided for under this policy.

These rights and options include the rights of a victim to:

- A. Go to court, and to file a domestic abuse complaint requesting an order restraining your attacker from abusing you, and/or an order directing your attacker to leave your household, building, school, college, or workplace;
- B. Seek a criminal complaint for threats, assault and battery, or other related offenses;
- C. Seek medical treatment (the police will arrange transportation for you to the nearest hospital or otherwise assist you in obtaining medical treatment if you wish);
- D. Request the police remain at the scene until your safety is otherwise ensured;
- E. Request that a police officer assist you by arranging transportation or by taking you to a safe place, such as a shelter or a family or friend's residence; and
- F. Obtain a copy of the police incident report at no cost from the police department.

Procedures Victims Should Follow

If an incident of sexual assault, domestic assault, dating violence, or stalking occurs, it is important to preserve evidence so that successful criminal prosecution remains an option.

The victim of a sexual assault should not wash, shower or bathe, douche, brush teeth, comb hair, or change clothes prior to a medical exam or treatment. If a victim has removed the clothing worn during the assault prior to seeking medical treatment, that clothing should be placed in a paper (not plastic) bag and brought to the hospital when treatment is sought. If the victim is still wearing the clothes worn during an assault, a change of clothes

should be brought to the hospital so that the clothes containing possible evidence can be preserved and examined for evidence of the crime.

Evidence of violence, such as bruising or other visible injuries, following an incident of sexual assault, or domestic or dating violence, should be documented with photographs. Evidence of stalking, including any communications such as written notes, email, voice mail, or other electronic communications sent by the stalker, should be saved and not altered in any way.

On-Campus and Off-Campus Resources

Nash Community College, Nash County, the Town of Nashville, and the City of Rocky Mount, all offer other important resources to the victims of sexual assault, domestic assault, dating violence, or stalking, including medical treatment, counseling services, and advocacy that victims may wish to utilize.

The following Nash Community College employees and on-campus offices can assist members of the NCC community in considering options and navigating through any resources or recourse they may elect to pursue.

A victim need not formally report an incident of sexual assault, domestic violence, dating violence, or stalking to law enforcement or NCCPD in order to access the following resources:

Sexual Assault Response Team (SART) Members:

Director of Human Resources,

Title IX Coordinator for faculty, staff, contractors and visitors **252-451-8258**

Larry Mitchell, Title IX Deputy Coordinator for students **252-451-8224**

Lindsey Stokes, Counselor, Student and Enrollment Services **252-451-8392**

Marbeth Holmes, Clinical Outreach Counselor **252-451-8319**

Jim Hartsell, Counselor **252-451-8260**

Wayne Lamm, Campus Safety Director and NCC Police Chief **252-451-8313**

Off-Campus Resources:

Nash Community Service Area Crisis/Counseling Resources:

Coastal Plain Hospital
2301 Medpark Drive
Rocky Mount, NC 27804
(252) 962-5000

EAP Partnerships
848 Country Club Square
Rocky Mount, NC 27804
(252) 937-5477

Eastpointe
(800) 913-6109
(888) 819-5112 (TTY)
(800) 273-8255 (Veterans Crisis Line)

My Sister's House
PO Box 7665
Rocky Mount, NC 27804
(252) 459-3094
(800) 465-9507
(252) 462-0366 (Non-Emergency)

Tar River Mental Health Association (Serving Nash & Edgecombe Counties)
230 Sunset Avenue
Rocky Mount, NC 27804
(252) 937-8820

Alcoholics Anonymous
(252) 977-7744

Alcohol/Drug Council of North Carolina
1-800-688-4232

National Crisis/Counseling Resources:
National Suicide Prevention Lifeline
1-800-273-TALK (8255)

National Runaway Safeline
1-800-786-2929 (1-800-RUNAWAY)

RAINN (Rape, Abuse and Incest National Network)
1-800-656-4673 (HOPE)

National Child Abuse Hotline
1-800-4-A-CHILD (1-800-422-4453)

National Domestic Violence/Child Abuse/Sexual Abuse
1-800-799-7233 (SAFE)
1-800-787-3224 (TTY)

Elder Abuse Hotline
1-800-451-8693

National Center for Missing & Exploited Children
1-800-THE-LOST (1-800-843-5678)

Accommodations

Nash Community College is committed to providing a safe learning or working environment. This is regardless of whether a student or employee reports an incident of sexual assault, domestic violence, dating violence, or stalking to law enforcement or pursues any formal action. Upon request, Nash Community College will make any reasonably available change to a victim's academic class schedule, or employee's work environment. When a reported incident of abuse involves more than one member of the Nash Community College community, the College's Title IX Coordinator, Human Resources Director, Deputy Title IX Coordinator Larry Mitchell or NCCPD may also issue a formal letter prohibiting the individuals from contacting one another, either on or off campus. Students should contact the Vice President for Student and Enrollment Services Office (522 North Old Carriage Road, Building A, Room 2023, 252-451-8224) for assistance, and employees may contact the Office of Human Resources (522 North Old Carriage Road, Business and Industry Center, 252-451-8258) for assistance.

NCCPD officers will advise victims of a reported incident of sexual assault, domestic violence, dating violence, or stalking about how to seek a restraining order from a criminal court that directs the accused to refrain from abuse and to leave the victims household, building, school, college, or workplace.

Nash Community College will ensure that restraining orders issued by courts are fully upheld on all College-owned, used, and controlled property. If any member of the NCC community obtains a restraining order, it should promptly be communicated to NCCPD and a copy of that order for compliance. Nash Community College will take measures to protect victims from any further harm. If the NCCPD determines that an individual's presence on campus poses a danger to one or more members of the College community, the NCCPD shall notify the individual verbally and in a follow up letter that the individual must leave campus or be subject to being arrested for trespassing.

Victim Confidentiality

Nash Community College recognizes the sensitive nature of sexual assault, domestic violence, dating violence, and stalking incidents. The College will respect the privacy of individuals reporting incidents of abuse, to the extent that doing so is permitted by law and consistent with the College's need to protect the safety of the community.

College employees are required to share with the Title IX Coordinator information they obtained concerning a report of sexual assault, or an incident of domestic or dating violence, or stalking. The Title IX Coordinator will investigate the incident, track trends (including possible multiple reports involving the same assailant) and determine whether steps are needed to ensure the safety of the campus community. It is the victim's choice to participate in the investigation; however, the College may proceed with an investigation without the victim's permission if there is a concern for the safety of other members of the community. In all cases, the NCC Police Department should be notified for Clery Act reporting requirements.

Reports made to the NCCPD will be shared with the Title IX Coordinator in all cases, and may also be made public (maintaining the victim's anonymity) and shared with the accused in cases where criminal prosecution is necessary. Reports received by the College concerning the abuse of a minor or juvenile must be reported to law enforcement officials in compliance with state law. All members of the Nash Community College community are required by College policy to report any instances of known child abuse or neglect to the NCCPD. The NCCPD will in turn report such information to the appropriate authorities.

Reports and information received by the NCC Clinical Outreach Counselor is considered legally protected or "privileged" under NC law. The Clinical Outreach Counselor will not share information learned from victims with others within the institution (including the College's Title IX Coordinator) or with any third party except in cases of imminent danger. Absent circumstances of imminent danger, the only information that the Clinical Outreach Counselor will report to the College concerning incidents is statistical information. Statistical information does not identify the victims, and will be included in the annual Clery reporting requirements.

Reports of sexual assault, domestic or dating violence, or stalking, which are shared with NCC's Title IX Coordinator or other College officials, will be treated with the greatest degree of respect and privacy possible.

A victim's ability to speak in confidence and with confidentiality may be an essential path to recovery.

Nash Community College Educational Programs

Nash Community College is committed to increasing the awareness of and prevention of violence. The College will make continued efforts to provide students and employees with education programs, and strategies intended to prevent rape, acquaintance rape, sexual assault, domestic violence, dating violence, and stalking.

To address the issue of sexual assaults, domestic violence, dating violence, and stalking in a college environment, Nash Community College will periodically offer practical guidance for risk reduction, violence prevention, and bystander intervention. SaVE information can be found on the College's web site and publications.

Personal Safety Workshops –The College will provide opportunities for members of the community to learn about safety precautions. The NCCPD and the Office of Student and Enrollment Services conduct awareness workshops on a wide variety of subjects including, but not limited to alcohol awareness, the definition of consent and sexual assault, and wellness.

New Student Orientation – Orientation programs addressing awareness of and prevention of violence are delivered by members of the orientation staff.

Safety Escorts – If requested, the NCCPD provides safety campus escorts during normal operating hours. This service typically provides students, faculty, and staff with an escort from class to various parking locations.

Crime Alerts – The NCCPD shall issue as necessary crime alerts to members of the NCC community. Alerts may be circulated at times, not in response to specific incidents, but as general reminders to community members about measures that members of the community can take to enhance personal and property security.

New Employee Orientation – All new employees receive training on Sexual Harassment and Title IX through the Office of Human Resources. The NCCPD also provides new employees with information concerning issues of safety and personal awareness on such subjects as emergency preparedness, campus security authorities, and awareness of and prevention of violence.

Conduct Proceedings

If a Title IX investigation concludes that evidence exists which suggests a student more likely than not engaged in sexual assault, domestic violence, dating violence, or stalking, the matter will be referred to the Associate Dean of Student and Enrollment Services for adjudication pursuant to the College's Sexual Violence Policy. The Office of Human Resources will handle any incidents involving employees and College affiliates who are found by the College to have engaged in behavior that violates College policy, including but not limited to sexual assault, domestic violence, dating violence, or stalking.

Nash Community College's Title IX Coordinator, Human Resources Director (for faculty, staff, contractors and visitors) or the College's Deputy Coordinator, Larry Mitchell (for students) will oversee all investigations of allegations of gender-based violence. Employees who are found responsible for having committed such a violation could face termination of employment, and students who are found responsible for having committed such a violation may face disciplinary probation, deferred suspension, suspension from the College, or dismissal from the College.

Nash Community College strictly prohibits all acts of sexual assault, domestic violence, dating violence, and stalking. In addition to facing criminal investigation and prosecution, students, employees, and other affiliates may also face action by Nash Community College. When students or employees are accused of having engaged in sexual assault, domestic violence, dating violence, or stalking, the College may, depending on the facts alleged, issue interim safety measures prior to the resolution of the charges. Such interim safety measures might include altering an individual's work or class schedule or placing an employee accused of misconduct on leave, or placing a student accused of misconduct on suspension.

All conduct proceedings, whether the conduct is reported to have occurred on or off campus, shall provide a prompt, fair, and impartial investigation and resolution. All investigations and proceedings shall be conducted by officials who receive annual training on the nature of the types of cases they are handling, how to conduct an investigation, and how to conduct a proceeding in a manner that protects the safety of victims and promotes accountability.

Nash Community College seeks to investigate and adjudicate any official complaints of sexual abuse, domestic violence, dating violence, or stalking that are filed with the College within sixty (60) days of receipt of that complaint, unless mitigating circumstances require the extension of a time frame beyond sixty (60) days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, college breaks or vacations that occur during the term of the investigation, or other unforeseen circumstances. In these matters the complainant and the accused shall be notified, provided an explanation, and given information about the amount of additional time required.

In all investigatory and adjudication proceedings conducted by the College concerning charges of sexual misconduct, domestic violence, dating violence, or stalking, including any related meetings or hearings, both the complainant and the accused will be afforded the same process rights, including equal opportunities to have others present. This includes the right to be accompanied by an advisor of their choice. Both the complainant and accused will also be afforded an equal opportunity to introduce evidence and identify witnesses.

When a student is accused of any violation of student conduct, including but not limited to charges of sexual assault, domestic or dating violence, or stalking, the charges will be decided using the preponderance of evidence standard. This implies that it is more likely than not that the reported misconduct occurred.

For additional information concerning student complaints of sexual wrongdoing and the process for resolving such complaints please see the Nash Community College Academic Catalog available in print and on the College website.

Student Conduct

Nash Community College students are expected to conduct themselves as responsible adults in accordance with generally accepted standards of morality and decency at all times. The following behaviors, while not inclusive, will warrant immediate suspension or other disciplinary action:

1. Physical abuse or assault, domestic violence, dating violence, threats, intimidation, stalking, abusive communication (written or verbal), and/or conduct that threatens or endangers the physical or psychological health or safety of another person.
2. Sexual violence, coercion, or harassment against another individual whether perpetrated by a stranger or acquaintance, including attempted rape, and sexual assault, sexual misconduct, stalking, voyeurism, exposure, sexually harassing communication (includes electronic), unwanted touching, and sexual activity in a context of emotional coercion.
3. Retaliation against an individual cooperating with a College-related investigation.
4. Fighting.
5. Disruption of learning activities.
6. Damage to or destruction of College or private property.
7. Assault on a College employee, a student, or any other person while on campus or at College- sponsored events.
8. Insubordination toward a College employee (failure to comply with the directions of any College official, faculty, staff, or law enforcement officer acting in the performance of their duties) or showing disrespect toward an employee, student, or other person.
9. Committing any act (verbal, electronic, written, or other) which intimidates, threatens, degrades, or disgraces a College employee or the College itself, student or other person on campus.
10. Any series of behavioral patterns that cause a faculty or staff member to seriously question the student's interest in learning.
11. Stealing or attempting to steal school property or personal property belonging to another student, employee or visitor while on the campus of Nash Community College.
12. Possessing, using, transmitting or being under the influence of any narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or any other kind

of intoxicant while on campus. Students using drugs that are officially authorized by a physician and are likely to cause impairment of performance in lab, shop, or clinical areas should consult the appropriate instructor.

Note: Using a drug officially authorized (prescribed to an individual) by a physician will not be considered a violation of this regulation

13. Academic Dishonesty (for more information, please see Academic Integrity section).
14. Gambling while on campus or at a College-sponsored activity.
15. Intentionally and openly using profanity (verbal, electronic, written, or other) in such a manner that listeners could be embarrassed, offended or insulted.
16. Intentionally and openly engaging in obscene activities while on campus or at a College sponsored event.
17. Illegal use of the Internet or other violations of the Internet policy.
18. Displaying or wearing gang clothes, or displaying gang graffiti/symbols, or flashing gang signs.
19. Intentionally and openly exposing undergarments to such a degree that it embarrasses or offends others.
20. Making excessive noise, including loud conversations, car stereos, etc. that disturbs others anywhere on campus (students using music players, computers, cell phones, or other electronic devices on campus must use headphones or earphones).
21. Any display of affection that offends others.
22. Possessing a firearm or weapon as outlined in NCGS 14-269.2. Possessing any dangerous chemical or explosive elements or component parts thereof not used by the student for lawful College studies.
23. Forgery, altering, or misuse of College documents, records, or instruments of identification with intent to deceive.
24. False reporting of an emergency: the false reporting of a bomb, fire, or other emergency in any building, structure, or facility by means of activating a fire alarm or in any other manner.

Student and Public Grievance/Complaint Procedure

As a matter of practice, Nash Community College believes that most student grievances can be informally resolved. Any student (traditional, non-traditional, distance education, etc.) who has a grievance should express the concern with the appropriate College personnel responsible for the source of the grievance. When informal procedures do not resolve the grievance, written student grievances should be sent to the Vice President for Student and Enrollment Services with the following information, if available:

- Name of the student accused of violating the student conduct
- Clear explanation of the nature of the incident
- Names, addresses, and phone numbers of witnesses
- Names, addresses, and telephone numbers of those filing the complaint

The Vice President for Student and Enrollment Services will determine the appropriate College personnel to review the grievance. The grievance will be reviewed and written notification of the resolution of the College's position of the grievance will be sent to the student within 15 working days of the receipt of the grievance. The Vice President for Student and Enrollment Services will maintain records of all formal complaints and responses. Nash Community College will not review anonymous grievances. Members of the public may register grievances by sending signed, written statements to the Office of the President, Nash Community College, PO Box 7488, Rocky Mount, NC 27804-0488.

If a student believes that any member of the Nash Community College community has violated the College's policy against discrimination, harassment, or retaliation, or the College's Sexual Violence Policy, the student should report his or her concerns in accordance with those policies detailed in the College policy.

Review of the Grievance

When a complaint is received, the Vice President for Student and Enrollment Services or his or her designee reviews the grievance. If a complaint is received that alleges a student has engaged in behavior that would violate the College's Sexual Violence Policy, the complaint will be immediately forwarded to the appropriate College Title IX Coordinator or Deputy Coordinator. All other complaints will be evaluated by the Vice President for Student and Enrollment Services or his or her designee to determine the disciplinary action, if any.

Notification of Complaint or Disciplinary Action

The student will be notified in writing of a meeting to discuss the complaint lodged at which time his or her attendance is required. Failure to attend this meeting may result in the College proceeding with the resolution of the complaint (including disciplinary action) without the student's contribution.

A student who has been charged under the College's student grievance or disciplinary process will have the right to be:

1. informed of the grievance or disciplinary proceeding
2. notified in writing of the complaint or disciplinary action
3. informed of the appeal process before the College's Student Affairs Committee (for disciplinary issues) or the College's Academic Review Committee (for violations of the College's academic rules)

Academic Review Committee

The Academic Review Committee investigates instructional matters including, but not limited to, consideration of the waiver of academic rules. Any member of the College community may petition this committee to hear cases and questions concerning academic rules. The petition must be made within 30 calendar days of the alleged issue. A petition received after 30 calendar days will not be heard. The Vice President for Student and Enrollment Services or his/her designee shall be responsible for informing the parties involved and the student(s) of the date, time and location of the hearing. The Vice President for Student and Enrollment Services shall convene the Academic Review Committee no later than 15 business days (excluding holidays and academic breaks) after a request for an Academic Review Committee hearing. If a student fails to attend the scheduled hearing, the appeal is considered dropped and may not be reopened for the same alleged issue. The committee's purpose is to investigate and make recommendations to the Vice President for Student and Enrollment Services. The Academic Review Committee is an investigative and recommendation group; it is not a judiciary body or court. Procedures and actions appropriate to a court are not necessarily appropriate to this group.

Five faculty and two staff members, appointed by the Vice President for Student and Enrollment Services, serve on this committee. The Chair is the Vice President for Student and Enrollment Services, who serves in that capacity without a vote, with the Associate Vice President and Chief Program Officer serving in a resource capacity. The committee members will establish all procedures and actions generally following the principles of Robert's Rules of Order. A student, faculty or staff member initiates an investigation by this committee upon the presentation of a petition to the Vice President for Student and Enrollment Services. This petition must clearly state in writing the reasons for the request of an investigation. The committee will then conduct the investigation using resources and witnesses as it deems appropriate. A student may have an advisor present during the Academic Review Committee hearing. The advisor may not ask questions or speak to the committee members or witnesses. His or her role is to give guidance to the student when requested. An advisor may be removed or dismissed for being disruptive or not abiding by restrictions imposed. The Committee makes its findings based on the preponderance of the evidence standard.

A quorum shall consist of five out of seven committee members. The Committee will make its recommendation to the Vice President for Student and Enrollment Services. The Committee's recommendation is final and appeals may only be initiated to the Executive Vice President and Chief Financial Officer if additional information brought forth by the initiating individual indicates discrimination on the basis of age, sex, national origin, religion, disability or if there is substantial evidence that procedural due process was denied.

The appeal will then be heard by an independently appointed Appeal Committee designated by the Executive Vice President and Chief Financial Officer. This committee makes its recommendation to the Executive Vice President and Chief Financial Officer who makes the final decision regarding the appeal.

Student Affairs Committee

The Student Affairs Committee is an administrative hearing committee that investigates student affairs, including but not limited to, disciplinary issues. The committee's purpose is to investigate and make recommendations to the Associate Vice President and Chief Program Officer. Three faculty members and three students, appointed by the Associate Vice President and Chief Program Officer, serve on this committee. The Chair is the Associate Vice President and Chief Program Officer, who serves in that capacity without a vote with the Vice President for Student and Enrollment Services or his/her designee serving in a resource capacity.

The committee members will establish procedures and actions generally following the principles of Robert's Rules of Order. Any member of the College community may petition this committee to hear cases and questions concerning academic rules. The petition must be made within 30 calendar days of the alleged issue. A petition received after 30 calendar days will not be heard. The petition must clearly state in writing the reason for the request of an investigation. The Associate Vice President and Chief Program Officer shall convene the Student Affairs Committee no later than 15 business days (excluding holidays and academic breaks) after a request for an Academic Affairs Hearing. The committee will conduct the investigation using resources and other individuals or issues which may become a matter of the investigation. The Student Affairs Committee is an investigative and recommending group; it is not a judiciary body or court. Procedures and actions appropriate to a court are not necessarily appropriate to this group. This committee is one element in the established procedure for due process at Nash Community College. A Student may have an advisor present during the Academic Affairs Committee hearing. The advisor may not ask questions or speak to the committee members or witnesses. His or her role is to give guidance to the student when requested. An advisor may be removed or dismissed for being disruptive or not abiding by restrictions imposed. The committee makes its findings based on the preponderance of the evidence standard.

A quorum shall be the entire membership. The committee will make its recommendations to the Associate Vice President and Chief Program Officer. The Committee's recommendations are final and appeals may only be initiated to the Executive Vice President and Chief Financial Officer if additional information brought forth by the initiating individual indicates discrimination on the basis of age, sex, national origin, religion, disability or if there is substantial evidence that procedural due process was denied.

The appeal will then be heard by an independently appointed Appeal Committee designated by the Executive Vice President and Chief Financial Officer. This committee makes its recommendation to the Executive Vice President and Chief Financial Officer who makes the final decision regarding the appeal.

Procedure of Academic Review and Student Affairs Committees

The procedure below is the process that is followed for an Academic Review and/or Student Affairs Committee hearing. Procedural mistakes will not nullify the committee's decision unless the procedural mistakes were unduly prejudicial.

Any member of the College community who has requested an Academic Review or Student Affairs Committee hearing is entitled to the following:

- Communication setting forth the date, time, and location of the meeting
- Communication setting forth the individual's right to be accompanied by an advisor
- Communication stating the individual's right to have witnesses testify in their favor
- A list of the members on the Academic Review or Student Affairs Committee and the procedure for challenging the participation of a member for reasons of conflict of interest.

The Academic Review or Student Affairs Committee hearing shall be conducted as follows:

- Prior to the start of the hearing, all parties participating in the hearing shall sign a statement of confidentiality and nondisclosure.
- The reason for the hearing will be read.
- Parties giving testimony will sign an honesty statement.
- The complainant will be asked to present the facts that support his or her allegations that the student violated a provision of student affairs, student conduct, and or the College's academic rules.
- Following the completion of the complainant's testimony and at the conclusion of the presentation of witnesses (who have firsthand knowledge of the facts) by the complainant, the accused is invited to ask questions of that person directly or via the chair, at his or her discretion. Questions asked shall be intended to aid in the process of determining the facts set forth in the allegations.

- After the accused concludes his or her questioning, the members of the committee shall have the opportunity to ask questions.
- After questioning, the complainant is given the opportunity to explain or refute testimony.
- After the completion of the presentation of the facts by the complainant, the accused is called upon to present the facts and /or extenuating circumstances that he or she believes the committee should consider in determining the facts.
- Following the completion of the accused testimony and at the conclusion of the presentation of witnesses (who have first-hand knowledge of the facts) by the accused, the complainant is invited to ask questions of that person directly or via the chair, at his or her discretion. Questions asked shall be intended to aid in the process of determining the facts set forth in the allegations.
- After the complainant concludes his or her questioning, the members of the committee shall have the opportunity to ask questions.
- After questioning, the accused is given the opportunity to explain or refute testimony.
- After questioning, the respondent and complainant are given an opportunity to make closing remarks lasting no more than three minutes. The chair may allow additional time at his or her discretion.
- Following closing remarks, members of the Academic Review or Student Affairs Committee will meet in closed session to consider the preponderance of the evidence as to whether the accused was responsible for the allegations. The committee has up to 48 hours to make its determination.
- If the committee determines that the accused is responsible, it will proceed to make a recommendation for continued or new sanctions to be imposed.
- The Vice President for Student and Enrollment Services or his/her designee for the Academic Review Committee and the Associate Vice President and Chief Program Officer or his/her designee for the Student Affairs Committee will communicate to the accused the outcome of the hearing and when appropriate, the appeal process.

Attendance at the Academic Review or Student Affairs Committee Hearing

- Attendance is limited to the members of the committee, the complainant, the accused, and their respective advisor. Persons appearing as witnesses will only be asked into the room when making their individual presentation.
- The advisor may not ask questions or speak to the committee members or witnesses. His or her role is to give guidance to the respondent when requested. An advisor may be removed or dismissed for being disruptive or not abiding by restrictions imposed.
- The process may not be video or taped recorded.

Student or Club Dismissal, Suspension or Expulsion Authority

The President or his or her designee is authorized to use the College's Disciplinary Actions as stated in the Catalog for violations of the NCC Student Conduct regulations. Any student who impairs, impedes, or disrupts the Mission, processes, or functions of the College or who violates any provision of Student Code Conduct will be subject to disciplinary action. Students who encourage, counsel, instigate, or incite others to impede, impair, or disrupt the said mission, processes, procedures or functions of the College shall also be subject to the disciplinary action. If a student is expelled or suspended, he or she will be notified in writing of the following: (1) the nature of the Conduct Code violation(s), and (2) the appeal process.

Disciplinary Actions

The following disciplinary action or actions may be imposed by the Vice President for Student and Enrollment Services or his/her designee and Appeal Committee for violations of student or club conduct.

Admonition

A warning to the student that his or her behavior is objectionable and that if the pattern of behavior continues, the student will face disciplinary action up to and including suspension from the College. Verbal warnings shall be documented and included as evidence in the event of subsequent violations.

Reprimand

A written communication that gives official notice to the student that he or she has violated student conduct and that any subsequent violation of student conduct may result in a more severe disciplinary action.

General Probation

An individual may be placed on general probation when involved in a substantive disciplinary offense(s). General probation has two important implications: the individual is given a chance to show capability and willingness to observe the Student Conduct Code without further penalty. Secondly, subsequent offenses will result in disciplinary action. The probation will be in effect for no more than two semesters (excludes the summer semester).

Restrictive Probation

Restrictive probation results in loss of good standing, and notation of such is made in the individual's record. Restrictive conditions limit activity in the College community and access to College facilities. The individual will not be eligible for initiation into any local or national organization, and may not receive College awards or other honorary recognition. The individual is not eligible to 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 (excludes the summer semester). Any violation of restrictive probation may result in immediate suspension.

Restitution

Payment for damaged, misused, destroyed, or lost property belonging to the College, College personnel, or students.

Withholding

Transcript, diploma, or right to register shall be denied when financial obligations are not met.

Suspension

Suspension of a student from a Nash Community College class (traditional, online, hybrid, etc.), a College program of study, and/or all activities of the College for a stated period of time. Suspended students may return only after completing Readmitting Authorization (Form 1.2).

Expulsion

Dismissing a student from the campus of Nash Community College to include participation in College classes (traditional, online, hybrid, etc.) or a College program of study, and/or all activities of the College. The student loses matriculation status. Expelled students may apply for admission only after a minimum of two semesters and completing Readmitting Authorization (Form 1.2).

Student Group/Club Probation

Used for a College club or other organized group for a specified period of time. If group violations are repeated during the probationary period, the group's charter or authority to operate as a club may be revoked or activities restricted.

Student Group/Club Restriction

Used when removing College recognition during the semester in which the offense occurred or for a longer period (usually not more than two semesters). 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.

Student Group Charter Revocation

Removal of College recognition from a group, a club, a society, or other organizations for a minimum of two years. Reorganization or rechartering after the determined time must be approved by completing reinstatement requirements (Form 1.3).

Distance Learning Complaint Process for Out of State Students

Nash Community College desires to resolve student grievances, complaints and concerns in a prompt, fair and agreeable manner. Students residing outside of the State of North Carolina while attending NCC who desire to resolve a grievance should follow the College's Disciplinary Due Process Procedure. However, if an issue cannot be resolved internally, you

may file a complaint with your State. The Student Grievance Contact Information for Individual States provides phone numbers, emails and/or links to state education agencies. NCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate in Arts, Associate in Science, Associate in General Education, and Associate in Applied Science 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 Nash Community College.

Process for Resolving Complaints of Sexual Wrongdoing

Nash Community College is committed to providing a safe learning and working environment. In compliance with federal law, specifically the Jeanne Clery Act and the Campus Sexual Violence Elimination (SaVE) Act, Nash Community College has adopted policies and procedures to prevent and respond to incidents of sexual assault, domestic violence, dating violence, and stalking. This process applies to students, faculty, and staff as well as contractors and visitors of Nash Community College.

Nash Community College will not tolerate sexual assault, domestic violence, dating violence, or stalking, as defined in any form. Such acts of violence are prohibited by Nash Community College, as well as state and federal laws. Violators of these types of behaviors are subject to penalties up to and including dismissal or separation from Nash Community College regardless of whether they are also facing criminal or civil charges in a court of law. The College will follow the following process in determining wrongdoing:

Initiating a Title IX Investigation

Any individual may start a Title IX investigation by the College against a student, faculty, staff, contractor and or visitors of the College community for violation of the Campus Sexual Violence Elimination Policy in writing to Human Resources Director, Title IX Coordinator (for employees, contractors, visitors, etc.) or Larry Mitchell, Title IX Deputy Coordinator (for students). The formal complaint should include the following information:

- The name (s) of the accused or if not known a physical description (s).
- A statement explaining the circumstances of the complaint including a list of potential witnesses
- The names, addresses, and phone numbers of the complainant (s)

The written document must be signed by the individual initiating the complaint. Formal complaints will result in a Title IX investigation to determine, if established by the preponderance of the evidence, that the respondent violated any provisions of the Campus Sexual Violence Elimination Policy.

If a complainant withdraws their complaint, the Title IX Coordinator or Deputy Coordinator will evaluate whether sufficient evidence exists to start a Title IX investigation. The Title IX Coordinator or Deputy Coordinator may consider prior complaints by the complainant or prior complaints that have been made against the accused in making this determination. It is the Title IX Coordinator or Deputy Coordinator's decision to proceed in investigating the complainant after withdrawal, but the complainant's desire will be taken into consideration when making the decision. If the Title IX Coordinator or Deputy Coordinator decides not to proceed with the allegations because the complaint withdrew the complaint, a file will be maintained by the Title IX Coordinator, so the investigation can be re-opened if the complainant later decides to reinitiate the complaint, or if independent evidence of a sexual misconduct by the accused come to the College's attention, which the Title IX Coordinator or Deputy Coordinator determines merits re-opening the investigation. If the accused admits to a violation, the Title IX Coordinator or Deputy Coordinator may forego an investigation and refer the matter directly to the discipline process.

Timeframe for Filing a Formal Complaint

The College does not limit the timeframe for filing a Title IX complaint. However, complainants are encouraged to file a complaint as soon as possible in order to maximize the College's ability to investigate the matter and come to an appropriate determination of the facts. The College will not be able to pursue disciplinary action if an accused is no longer affiliated with the College.

Incomplete and Unofficial Reports

Any member of the College community may make a Sexual Violence Report involving a student or community member by bringing the report to the attention of the Title IX Coordinator, the Deputy Coordinator, any member of the Nash Community College Police Department (NCCPD) or any faculty or staff member. The initial report can be verbal, but a formal complaint must contain the information as stated in "Initiating a Title IX Investigation". When the Title IX Coordinator or Deputy Coordinator receives a report that a sexual violation has occurred and the report does not meet the formal reporting standards, the Title IX Coordinator, or the Deputy Coordinator with the assistance of the Sexual Assault Response Team will determine what steps need to be taken to gather additional details of the allegations.

If, after consultation with the Sexual Assault Response Team, the Title IX Coordinator or Deputy Coordinator determines additional information is warranted to proceed with a formal complaint, a College administrator will serve as the complainant. In making a final determination about proceeding with the formal complaint process, the Title IX Coordinator or Deputy Coordinator will consider the complainant's desire to proceed when making the decision. If the Title IX Coordinator or Deputy Coordinator decides not to proceed with the allegations, a file will be maintained by the Title IX Coordinator, so the investigation can be re-opened if the complainant later decides to reinitiate the complaint, or if independent evidence of a sexual misconduct by the accused comes to the College's attention, which the Title IX Coordinator or Deputy Coordinator determines merits re-opening the

investigation. In all cases the Title IX Coordinator or Deputy Coordinator will consider the safety of the complainant or the College community before a final decision is made.

Temporary Action

If deemed necessary, upon receiving a formal complaint or incomplete and unofficial report, the Title IX Coordinator or Deputy Coordinator shall put temporary preventive actions in place. Temporary actions imposed may include, but are not limited to, no-contact guidelines, suspension, academic schedule changes and or a change in a workers work location. Any member of the College community who is involved in a Title IX investigation (complainant, accused and/or witnesses) may request temporary action to the Title IX Coordinator or Deputy Coordinator. The Title IX Coordinator or Deputy Coordinator may impose temporary actions based on the best interest of the College community.

Investigative Process

Once the Title IX Coordinator or Deputy Coordinator determines that a reported sexual assault should be investigated, the Title IX Investigator will be contacted to assist with the investigation. The Title IX Investigator in cooperation with the Title IX Coordinator or Deputy Coordinator will investigate the report and make the following determination: 1) determination of the facts of the allegations and 2) a conclusion as to whether the accused violated any of the provisions of the College's Sexual Assault policy. The standard of proof shall be by a preponderance of the evidence.

The Title IX Coordinator or Deputy Coordinator will meet with the complainant and accused individually. Both parties will be provided with written notification of the allegations of the Campus Sexual Violence Policy under investigation and that the allegations have been referred to the Title IX Investigator for investigation. Inquiries regarding the investigation process and or progress shall be referred to the Title IX Investigator.

The complainant and accused shall be advised that any behavior, on or off campus, that can be interpreted as retaliation against the complainant, witnesses or accused shall be grounds for immediate disciplinary action up to and including suspension or dismissal from Nash Community College. The complainant and accused shall be provided with a copy of the sexual assault complaint and advised that if they have questions concerning the policy or complaint process, they may contact the Title IX Coordinator (for employees, contractors, visitors, etc.) or Title IX Deputy Coordinator (for students).

The complainant and accused shall be advised that they may have an advisor present whenever they meet with the Title IX Investigator. An advisor may be removed or dismissed for being disruptive or not abiding by restrictions imposed. The College will not supply, pay or retain an attorney for any individual involved in a Sexual Assault Policy investigation. An advisor who accompanies a complainant or accused to a Title IX meeting with an investigator attends solely for the purpose of consultation and may not answer or ask questions.

The complainant and accused shall be advised of the following:

- They are permitted to submit a list of witnesses to the Title IX Investigator.
- They may submit pertinent documentary evidence to the Title IX Investigator (for example, text messages, emails, photographs).
- The importance of preservation of evidence (for example, text messages, emails, photographs).
- They have the option to request that the College take steps to prevent unwanted contact or communication with a member of the College community.
- The complainant has the option to contact the local law enforcement agency with jurisdiction over this matter and start a criminal investigation.
- The NCCPD will assist the complainant with making contact with local law enforcement agencies and will assist them with seeking restraining orders.

Circumstances permitting, the Title IX Investigator shall interview the complainant and summarize the interview in a written statement. The complainant will have the opportunity to review the statement and make comments. The Title IX Investigator shall include pertinent and clarifying comments into the complainant's statement. Confusing or conflicting comments that depart from the original will be noted by the Title IX Investigator. Additionally, the Title IX Investigator shall ask the complainant for the name, address, phone number and email address of witnesses.

Circumstances permitting, the Title IX Investigator shall interview the accused and summarize the interview in a written statement. The accused will have the opportunity to review the statement and make comments. The Title IX Investigator shall include pertinent and clarifying comments into the accused's statement. Confusing or conflicting comments that depart from the original will be noted by the Title IX Investigator. Additionally, the Title IX Investigator shall ask the accused for the name, address, phone number and email address of witnesses. The Title IX Investigator will evaluate if the temporary preventive actions implemented are appropriate and work with the Title IX Coordinator or Deputy Coordinator to ensure the accused is in compliance.

The Title IX Investigator will review the accused's College academic and/or personnel records to determine if there are previous allegations made against the accused that relate to the complainant's allegations. The accused will be provided with a copy of the disciplinary records that relate to the complaint.

Reasonable attempts will be made by the Title IX Investigator to interview witnesses identified on the witness list provided by the complainant and accused. Additionally, the Title IX Investigator will make every effort to identify witnesses by other sources. Written summaries of witness accounts as well as the statements given by the complainant and accused will form the basis of the Title IX Investigator's report.

The Title IX Investigator will consider and review all evidence, i.e. documentary, physical, and testimonial, submitted by the complainant or accused. The Title IX Investigator's report will describe his or her determinations concerning the relevance of the evidence being considered.

Additional examples of evidence include, but are not limited to:

- security camera footage
- medical records
- prior disciplinary history

The Title IX Investigator shall review all pertinent facts related to the investigation. Additional or follow up interviews may be necessary with the complainant, accused or witnesses to clarify statements. Supplemental reports will be written by the Title IX Investigator to document the conversations.

Before final conclusions are reached by the Title IX Investigator, a written draft report accompanied, by a summary of the evidence, shall be provided to the Title IX Coordinator or Deputy Coordinator for review. The Title IX Coordinator or Deputy Coordinator shall review the report and make additional suggestions as needed.

After the Title IX Coordinator or Deputy Coordinator's review, the Title IX Investigator shall allow both the complainant and accused and their advisor review a copy of the draft written report (without findings) under the supervision of the Title IX Coordinator, Deputy Coordinator or Title IX Investigator. During the review, clarification or comments may be provided. The complainant, the accused and their advisor or attorneys may not copy, photograph, and video tape or remove the draft report from the viewing location.

At the Title IX Investigator's discretion, relevant and revealing comments provided by the complainant or accused will be incorporated into the draft report. The Title IX Investigator will note significant changes from the original statement. If additional evidence is provided, the Title IX Investigator will incorporate the information into the written report. The additional evidence may be shared with the complainant or accused for remarks.

The Title IX Investigator's report will be finalized and conclusions drawn based on the preponderance of the evidence standard as to whether the accused violated the College's Sexual Assault Policy. The revised draft will be submitted to the Title IX Coordinator or Deputy Coordinator for final review. After final review, the Title IX Investigator's final draft report is prepared and submitted to the Title IX Coordinator or Deputy Coordinator for dissemination to the President's Executive Council (PEC). The President or designee shall determine if the draft report should be submitted to the College's attorney for review.

After the College's attorney and/or the President's Executive Council offers comments or suggestions, the Title IX Investigator should finalize the report and submit it to the Vice President for Student and Enrollment Services.

Within five business days of receiving the Title IX report, the Vice President for Student and Enrollment Services will send a letter via certified mail, return receipt requested, to the complainant and accused's last known address informing them of the Title IX Investigator's findings as to whether the accused more likely than not violated provisions of the College's Sexual Violence Policy.

If an accused was found not to be accountable for the alleged misconduct, the Vice President for Student and Enrollment Services letter to both parties will inform them of the complainant's right to appeal the decision on the basis of 1) information brought forth by the complainant indicates discrimination on the basis of age, sex, national origin, religion, or disability, 2) the complainant brings forth substantial evidence that procedural due process was denied, or 3) significant new (unknown) information has been discovered which substantially changes the facts of the allegations and may change the outcome of the investigation. The appeals process is stated below.

If the accused, by a preponderance of the evidence, was found more likely than not to be responsible for violation of the College's Sexual Violence Policy, the letter will notify both parties of those findings and provide information as to the discipline process. The discipline process is described below.

Discipline Process

If the accused was found to have more likely than not violated the College's Sexual Assault Policy, the Associate Dean of Student and Enrollment Services shall call a meeting of the College's Intervention Team. The Intervention Team shall consist of the Vice President for Student and Enrollment Services, Vice President for Instruction and Chief Academic Officer, Associate Vice President and Chief Program Officer, NCC Chief of Police and/or Dean of Continuing Education (if a Continuing Education or College & Career Readiness student was involved). The Intervention Team shall be chaired by the NCC Chief of Police.

The Chair of the Intervention Team shall make available to the members a copy of the following documents: 1) Title IX Investigator's findings and conclusions, and 2) accused's prior disciplinary record, if any. The Intervention Team shall be instructed that they are meeting for the sole purpose of determining the appropriate disciplinary action to impose on the accused and not for the purpose of examining or challenging the Title IX Investigator's findings and conclusions.

The Intervention Team, after discussion, shall place in writing the disciplinary action imposed. Within two (2) business days, the Vice President for Student and Enrollment Services shall notify the complainant and respondent via certified mail, return receipt requested, to

the last known addresses informing them of the disciplinary action imposed. The communication shall also inform both parties of the right to an appeal.

Sanctions Resulting From a Disciplinary Proceeding

The College has the option of imposing the following sanction or sanctions when a respondent is found more likely than not (preponderance of the evidence standard) to have violated the College's Sexual Assault Policy.

Suspension

Suspension of a student from a Nash Community College class (traditional, online, hybrid, etc.), a College program of study, and/or all activities of the College for a stated period of time. Suspended students may petition the College for readmission only after completing Readmitting Authorization (Form 1.2).

Expulsion

Dismissing a student from the campus of Nash Community College to include participation in College classes (traditional, online, hybrid, etc.) or a College program of study, and/or all activities of the College. The student loses matriculation status. Expelled students may petition for readmission only after a minimum of two semesters and completing readmitting authorization (Form 1.2).

Restitution

Payment for damaged, misused, destroyed, or lost property belonging to the College, College personnel, or students.

Withholding

Transcript, diploma, or right to register shall be denied when financial obligations are not met.

The Appeal Process

The complainant has seven (7) business days after notification that the College found that the accused did not violate any provisions of the Sexual Violence Policy to submit a written appeal to the Vice President for Student and Enrollment Services. The complainant and accused shall have seven (7) business days after receiving notice of the disciplinary action imposed to submit an appeal to the Vice President for Student and Enrollment Services who will forward the appeal to the Executive Vice President and Chief Financial Officer. The sole grounds for an appeal are: 1) if information is brought forth by the complainant that indicates discrimination on the basis of age, sex, national origin, religion, disability, 2) the complainant brings forth substantial evidence that procedural due process was denied or 3) significant new (unknown) information has been discovered which substantially changes the facts of the allegations and may change the outcome of the investigation. Within ten (10) business days and after the review for the request of an appeal, the Executive Vice President and Chief Financial Officer shall notify both parties that the appeal has been granted or rejected.

If the Executive Vice President and Chief Financial Officer grants the appeal, it will then be heard by an independently appointed appeal committee designated by the Executive Vice President and Chief Financial Officer. The committee will make its recommendation to the Executive Vice President and Chief Financial Officer who makes the final decision regarding the appeal.

Amnesty

The College recognizes that students who have been using drugs or alcohol at the time of a sexual assault or incident may be reluctant to make a report because of the potential disciplinary consequences. Any student who reports a sexual assault, either as a complainant or a third-party witness, will not be subjected to disciplinary action by the College for their own consumption of alcohol or drugs at the time of the incident. This is provided that the violation did not place a person in danger or jeopardy at the time of the incident and the allegations were not unfounded.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Compliance with these provisions does not constitute a violation of Section 444 of the General Education Provisions Act (20 U.S.C.1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

Children on Campus

Children may not remain on campus while parents are testing, in class, or in lab. The College cannot assume the responsibility nor the liability for unattended children and the College must adhere to regulations as interpreted by the Attorney General's office (G.S. 115D-1).

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review education records within 45 days after the day Nash Community College receives a request for access. A student should submit to the registrar, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Nash Community College to amend a record should write the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Nash Community College decides not to amend the record as requested, Nash Community College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Nash Community College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Nash Community College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Nash Community College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Nash Community College.

Upon request, Nash Community College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Nash Community College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from a student's education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the

student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Nash Community College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)). Directory information at Nash Community College includes the name, major field of study, dates of attendance, and degrees and awards received.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Student Responsibility

Each student is responsible for the proper completion of their academic program. It is the responsibility of the student to know the academic regulations of Nash Community College, for maintaining academic standing, and for meeting all graduation requirements. Advisors will provide counsel, but the final responsibility rests with the student.

Student Dress

Students are not allowed in any campus facility without shoes and shirts. Underclothing must not be visible and clothing should not be distracting to the educational environment.

In addition, students must meet the specific dress requirements of their program of study, including uniforms or personal protective equipment such as goggles, shields, etc., required in laboratory and shop settings. Students in violation of dress policies may be subject to corrective action, including being asked to leave the classroom, lab or campus.

A student's overall personal appearance must reflect cleanliness and good grooming. If a student's dress or hygiene interferes with the learning process, the student's instructor will counsel the student. Repeat offenses may result in referral to the Vice President for Student and Enrollment Services.

Smoking on Campus

Smoking within college buildings is prohibited. This also includes all forms of smokeless cigarettes. Smoking is also prohibited within 25 feet of all building entrances. Smoking is permitted in the designated areas outside of all buildings. Employees and students who smoke shall be expected to exercise caution regarding fire damage to property in designated areas and to utilize cigarette receptacles.

Student Abuse: Alcoholic Beverages, Controlled and Other Illegal Substances

The College recognizes its obligation to all employees, students, and the public at large and is committed to provide and maintain a safe working environment which is free of alcohol and illegal drugs and/or controlled substances. The policy is in accord with the requirements of the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. The unlawful use or possession of alcoholic beverages, hallucinatory drugs, other controlled and/or illegal substances is not permitted on campus or at any worksite and/or class site. Violation of this policy may subject the student to disciplinary measures or dismissal. The student is entitled to procedural due process.

Legal Sanctions

The Drug-Free Schools and Communities Act (DFSCA) requires publication of the description of the applicable legal sanctions under federal, state, or local law for the unlawful possession or distribution of illicit drugs or alcohol.

The North Carolina Controlled Substances Act (G.S. § 90-86) may be found in the North Carolina Criminal Law and Procedure book or on the Internet at <http://www.ncleg.net/gascripts/Statutes/Statutes.asp>.

Similar to the Federal Controlled Substance Act (1970), the North Carolina Controlled Substances Act (G.S. § 90-86) defines controlled substances and places them into one of six categories called schedules. The placement of a controlled substance into a schedule is determined by a set of defined criteria that evaluate the substance's potential for abuse, medical use, and safety or dependence liabilities. Minimum punishments for violations may also be found in the Act.

- North Carolina Penalties: <http://www.ncleg.net/gascripts/statutes/statutes.asp>
- Federal Penalties: <http://www.justice.gov/dea/agency/penalties.htm>

Health Risks

Substance Use: Alcohol, Drugs, and Tobacco

Sources: <http://www.cdc.gov/family/college> and Appendix 4 Complying With the Drug-Free

Schools and Campuses Regulations

The pressure to use alcohol, drugs and cigarettes can be huge for some college students, especially when trying to make friends and become part of a group. Drinking on some college campuses is more pervasive and destructive than many people realize. Studies show that four out of five college students drink alcohol. Two out of five report binge drinking (defined as five or more drinks for men and four or more for women in one sitting). One in five students reports three or more binge episodes in the prior two weeks.

Alcohol is a depressant. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long term consumption of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and liver. Mothers who drink alcohol during pregnancy increase the risk of birth defects, spontaneous abortion, and still births. In addition, research indicates that children of alcoholic parents are at a greater risk than other youngsters of becoming alcoholics. Substance abuse often leads to on-the-job accidents and absenteeism.

Alcohol consumption among persons aged 12–20 years contributes to the three leading causes of death (unintentional injury, homicide, and suicide) in this age group in the United States. It is associated with other health-risk behaviors, including high-risk sexual behavior, smoking, and physical fighting.

Club drugs refer to a wide variety of drugs often used at all-night dance parties (“raves”), nightclubs, and concerts. Mixing drugs together or with alcohol is extremely dangerous. The effects of one drug can magnify the effects and risks of another. Taking and/or mixing drugs can cause severe breathing problems, coma, and even death.

The use of alcohol and other drugs increases the risk of being sexually assaulted. Whether taken voluntarily or unknowingly (e.g. a drug is slipped into a person's drink), alcohol and other drugs can decrease a victim's ability to assess a risky situation or resist sexual violence.

Tobacco use is common among college students nationwide and is not limited to cigarettes. One study found that the four most common reasons that college students gave for their smoking were stress, less supervision, having more free time, and the number of their friends who smoke. Unfortunately, many students do not realize how addictive nicotine is. Smoking causes cancer, cardiovascular disease, and other problems.

Action Steps

- Educate yourself about the dangers of drinking and binge drinking. Become familiar with campus resources (e.g., counseling services) that can help you make informed choices about the use of alcohol, tobacco, and other drugs.

- Help develop and participate in evening and weekend activities on campus featuring safe and healthy alternatives.
- Work with campus leaders to increase the availability of safe places on campus to meet with friends.
- If you are concerned about your or someone else's use of alcohol or other drugs, seek assistance from your parents, faculty advisor, counseling services, or doctor.
- Know that you CAN quit. Quitting has both immediate and long-term benefits.
- Avoid second-hand smoke. It is just as harmful as if you were smoking yourself.
- Don't drive after drinking or using drugs.

Weapons on Campus

As provided by North Carolina General Statute §14-269.2, all weapons, knives, firearms, dangerous chemicals, or instrumentalities/articles that might be injurious to persons or property are prohibited on Nash Community College's campus.

Exceptions allow for Nash Community College's Police Department, sworn North Carolina and federal law enforcement personnel, law enforcement training courses or clinics, Nash Community College faculty supervised course sessions as part of the regular, approved curriculum, College sanctioned ceremonial events and those exceptions allowed under N.C.G.S §14-269(a.2). This statute provides that a handgun may be brought on campus by an individual who has a valid "concealed handgun permit" and such handgun remains either (1) in a closed compartment or container within such permit holder's locked vehicle, or (2) within a locked container securely affixed to such permit holder's vehicle.

Classes requiring the use of firearms are held in the Continuing Education Building located on the South Campus Connector. All students enrolled in classes requiring the use of firearms must park in the reserved Firing Range Parking Lot designated as P12. Sworn law enforcement personnel are asked to use the South lot, but may also use other parking as necessary.

Campus Traffic and Parking

The College requires compliance with all traffic and parking regulations on campus. In most cases these regulations are clearly marked. The campus speed limit is 20 mph. Parking is authorized only where indicated, and parking along any driveway is strictly prohibited. Students, faculty, and staff are required to register their vehicles and display a valid parking decal on the left side of the rear window. Parking decals may be obtained in Student and Enrollment Services. Students are charged a security/parking fee each semester.

Violators of traffic and parking regulations will subject themselves to certain sanctions imposed by the College. Habitual offenders will lose the privilege of parking on campus. Towing may be authorized to enforce traffic regulations. The College is not responsible for damages to vehicles while on campus.

Emergency and/or Inclement Weather Communication

When a determination has been made, including emergency response, evacuation or inclement weather announcements, information will be communicated to faculty, staff and students via the College website (www.nashcc.edu), social media channels (Facebook-www.facebook.com/nashcommunitycollege and Twitter - www.twitter.com/nashcc), email, voice alert and text messaging. Note: Users must subscribe in order to receive voice and text alerts. To subscribe to receive critical messages from Nash Community College via voice and text alert, go to www.nashcc.edu/alerts and follow the instructions. Standard text message fees apply. By default, emergency communications are sent to all student email addresses. However, students who wish to receive alerts by text and voice must update their settings at www.nashcc.edu/alerts. Community members unaffiliated with an NCC email address may subscribe to receive messages by creating a new account at www.nashcc.edu/alerts.

In the event emergency response is implemented, faculty and staff will also be notified with a voice alert via the College's telephone zone alert messaging system, through hand-held radios distributed among the College's safety committee, all College Administrators and Department Chairs. The emergency siren mass notification tower will be activated as well. Contact the Campus Security and Safety Director, Director of Facilities or the Switchboard to activate the notification tower in the case of an emergency.

Student Accounts Receivable

Students receiving educational assistance from an employer or other agency outside the college must contact the Business Office to establish procedures for the billing of tuition and fees to the third party.

Written authorization to bill a third party must be on file in the Business Office before a student will be allowed to charge to accounts receivable. If a third party fails to pay the charged tuition and fees, these charges become the responsibility of the student.

Student Activities and Life

The quality of life outside the classroom is of utmost importance at Nash Community College. Every effort is made to offer recreational, social, and cultural opportunities which will enhance the student's educational experience. The Student Government Association plans and implements throughout each semester social activities for the student body.

Harassment Procedure

It is the policy of Nash Community College that each employee and student be able to work and study in an environment free from any form of improper discrimination. Harassment of any nature is prohibited whether it is based on race, color, national origin, sex,

disability, or age. Harassment is a form of discrimination and is conduct unbecoming of a college employee or student. Harassment includes unwelcome sexual conduct or request for sexual favors and verbal or physical conduct reflecting on an individual's race, color, national origin, sex, disability or age which has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment, has the purpose or effect of unreasonably interfering with the individual's work or school performance or participation, or otherwise affects an individual's employment or educational opportunities. Any student or employee who is found to harass another student or employee will be subject to disciplinary action up to and including termination, suspension, and/or expulsion.

Any student who feels that he/she has been harassed should contact a counselor or the Vice President for Student and Enrollment Services.

Student Organizations

Nash Community College realizes the role of student organizations in enhancing a student's college experience. These organizations provide the students and the college with regional, state, and national exposure via participation in their respective chapter affiliations and campus social activities. Because of this public exposure, all student organizations must coordinate their social and fundraising activities with the Vice President for Student and Enrollment Services and the College's Public Information Officer. After review and approval of the activity, the Vice President for Student and Enrollment Services will forward the organization's activity to the Public Information Office. This coordination will eliminate any duplication of activities and assist the College in presenting the very best image.

Artistic Designers Club

The Artistic Designers Club is an organization open to all students taking Cosmetology courses at Nash Community College. The Artistic Designers Club encourages active participation in hair styling seminars for advancement, provides opportunities for development of leadership skills and group accountability. The Artistic Designers Club supports and participates in projects and activities to enhance the appreciation of the Cosmetology field.

Criminal Justice Club

The Nash Community College Criminal Justice Club is open to all students enrolled in the Criminal Justice program at Nash Community College. The purpose of the Criminal Justice Club is to afford students the opportunity to gain exposure to the professional realm of law enforcement, courts and corrections. Methods of accomplishing this exposure include involvement in activities such as attending criminal justice conferences, field trips to criminal justice agencies, and speaking with practicing criminal justice professionals. The Criminal Justice Club also attempts to promote civic responsibility by adopting a family for Thanksgiving or Christmas, collecting food and clothes for the homeless, volunteering at Baptist Ministries homeless shelter, assisting Habitat for Humanity, food drive for flood victims, as well as other civic and humanitarian duties.

Culinary Club

The Culinary Club is open to students enrolled in the Culinary Arts or Hospitality Management programs. The club is designed to encourage students to polish and perfect skills learned in culinary and hospitality courses and to promote these programs through campus activities.

Drama Club

The Nash Community College Drama Club (NCCDC) is designed to encourage support and participation in activities of theater interest. This includes participation in campus productions at Nash Community College as well as supporting and participating in projects and activities that enhance theatrical development. All students enrolled in NCC courses and programs, past graduates and alumni in good standing may be members.

Early Childhood Education Club

The Early Childhood Education Club encourages active student involvement in local, state, and national professional activities and participation in NCC campus life. The club provides opportunities to develop leadership and child advocacy skills. The Early Childhood Club also supports projects, events and activities that enhance professional and academic development as well as those of general community interest.

Gaming Club

The Gaming Club gives students a positive environment to come together with other like-minded individuals to socialize through the art of gaming. Games can include board games, card games, and video games. Students must maintain a satisfactory GPA and standing, up to the discretion of the advisor.

Gamma Beta Phi Society

The Gamma Beta Phi Society is a non-profit, educational, honor and service organization for students in colleges and universities in the United States. Its objectives are to recognize and encourage excellence in education, to promote the development of leadership ability and character, and to foster, disseminate, and improve education through appropriate service projects.

To be considered for induction, the student must have a cumulative GPA at Nash Community College at or above 3.00 and have completed 12 or more semester credit hours in a major (zero-numbered courses are not considered in GPA).

Math & Science Club

The Math & Science Club provides opportunities to develop critical thinking and advocacy skills in mathematics and to promote the development of organized science activities and to provide opportunities to develop leadership, critical thinking and advocacy skills in the field.

Men Achieving Leadership and Excellence (M.A.L.E.)

Men Achieving Leadership and Excellence (M.A.L.E.) promotes academic, personal & professional success for minority males at NCC.

Metal Workers Club

The Metal Workers Club is an organization to promote skills, technology, and knowledge for students in the Computer-Integrated Machining, Welding, and Industrial Systems Technology fields. The club serves to promote learning in related fields as well as to develop leaders within these career paths.

Nash Community College Lambda Alliance of Students and Supporters

Nash Community College Lambda Alliance of Students and Supporters (NCCLASS) is an organization whose purpose is to provide outreach, support, information, and resources for gay, lesbian, transgender, and bisexual students. NCCLASS also provides information and resources to students regarding sexuality and sexual orientation and strives to promote a culture of equality for all Nash Community College students.

Phi Beta Lambda

Phi Beta Lambda (or PBL) is an organization open to all curriculum students who are interested in business (PBL is the college-level counterpart of FBLA). The Kappa Alpha Chi chapter of Nash Community College PBL is affiliated with both the state and national chapters of Phi Beta Lambda.

The PBL chapter gives both day and evening students the opportunity to develop leadership, communication and business skills which will assist them in furthering their careers. PBL offers the opportunity to make business contacts and work with local business leaders. It also gives students the chance to compete with other students from across the state and nation for recognition as top students in a variety of business-related topics.

PBL assists students by enhancing their résumés with leadership opportunities and award recognition. All students are encouraged to become active members of PBL and experience the benefits of membership.

Phi Theta Kappa

Phi Theta Kappa is a national honor society that recognizes and encourages scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa provides opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

To be eligible for membership in PTK at Nash Community College, a student must have completed a minimum of twelve (12) semester hours of non-developmental course work and must have earned a cumulative grade point average of 3.50 or higher. To maintain

membership, the student must continue a high academic standing throughout enrollment in the two-year college.

Physical Therapist Assistant Student Organization

The Physical Therapist Assistant Student Organization (PTASO) is a non-profit organization for Physical Therapist Assistant students, other students eligible for enrollment in the program, and program alumni. The PTASO encourages active participation in professional activities at the state and national levels; development of leadership skills; participation in projects and activities that develop support and interest within the professional community; and participation in projects and activities that enhance and promote general community support and interest.

Published Ink

The Creative Writing and Visual Arts Club Published Ink is a club which is open to any curriculum student at NCC who has an interest in writing, visual arts, marketing or publication. Its main purpose is to foster the production of creative writing and visual arts among the students of the College. By offering seminars and workshops, the club seeks to help students refine their skills. The club strives to produce a juried literary and visual arts magazine once per year.

Rock Solid Fellowship

Rock Solid Fellowship is an interdenominational, student, Christian organization seeking to provide a spiritual environment for students. Rock Solid Fellowship exists to provide regular opportunities to study and discuss the Bible, worship, and pray, all in a group setting. Rock Solid Fellowship is open to all students and seeks to provide an environment conducive to learning and leadership.

Student Ambassadors

The Nash Community College Foundation sponsors a Student Ambassador program for selected individuals who demonstrate leadership, scholarship, and strong written and oral communication skills. Ambassadors represent Nash Community College at Foundation events and a wide variety of school functions. Ambassadors assist the College during times such as registration and open house. Ambassador applications are available in the spring. In the spring of each year, a selection committee appointed by the Nash Community College Foundation Executive Director interviews and selects the ambassadors. Ambassadors receive a scholarship and serve the College in the subsequent school year.

Student Government Association

The SGA is the primary organization responsible for providing activities and opportunities that will enhance formal educational experiences. Through its democratic and representative system of government, SGA strives to protect the rights and privileges of all students.

All curriculum students are members of the Student Government Association by virtue of paying an activity fee upon class registration. Members are encouraged to attend monthly

meetings and take advantage of the privileges of membership. Students are governed by the SGA Constitution without regard to race, religion, creed, national origin, sex, age, or disability.

SGA officers are elected in the spring semester for a one-year term. The SGA President represents the student body as a non-voting member of the College's Board of Trustees.

Student Medical Assisting Association (SMAA)

The Student Medical Assisting Association Club will help prepare students for a rewarding career within the Medical Assisting Field.

Student Nurses' Association

The Nash Community College Student Nurses' Association is the pre-professional organization for student nurses at Nash Community College. Membership is open to nursing students and prenursing students. Nash Community College is affiliated with the North Carolina Association of Nursing Students and the National Student Nurses' Association.

The purpose of the organization is to provide opportunity for personal and professional growth and maximize leadership potential to enhance career development by: 1) assuming responsibility for contributing to nursing education in order to provide for the highest quality health care; 2) providing programs representative of fundamental and current professional interest and concerns; and 3) aiding in the development of the whole person, one's professional role, and one's responsibility for the health care of people in all walks of life.

The functions of the organization are to: 1) have direct input into standards of nursing education and influence the education process; 2) influence health care, nursing education and practice through legislative activities; 3) promote and encourage participation in community affairs and activities towards improved health care and the resolution of related social issues; 4) represent nursing students to the consumer; to institutions; and other organizations; 5) promote and encourage students' participation in interdisciplinary activities; 6) promote and encourage recruitment efforts; and 7) promote and encourage collaborative relationships with nursing and related health organizations.

Student Veterans' Association

The purpose of the Student Veterans' Association (SVA) at Nash Community College is to provide a network of support and resources to military veterans and their families in order to provide the veterans with the best college experience possible.

Outstanding Alumni Award

The Nash Community College Outstanding Alumni Award annually honors a graduate who is making outstanding contributions in their chosen profession and service to the community.

The Award Committee, consisting of the Chairman of the Board of Trustees or designee, the College President, Vice Presidents, or Associate Vice President, Institutional Advancement, will review all nominations and submit a recommendation for the award to the Scholarship Committee of the Board with subsequent action by the full Board. The Outstanding Alumni Award is selected at the March meeting of the Board of Trustees and awarded during the College annual recognition program.

Food Service

The College provides food service at the Midway Café located in Building B. The Café serves breakfast items such as biscuits, cereals, fresh fruit; lunch and evening meal options including salads and sandwiches; and snack foods and assorted beverages. A student meal plan can be purchased which offers a variety of meal selections. Occasionally, the Café will offer specials that will be announced through campus communication channels.

The Midway Café is situated at the center of campus and offers students a place to gather. Free WiFi is available there. Many student club and student government events are held in the Café area.

Additionally, vending services are located in each building across campus.

Bookstore

Nash Community College operates a bookstore for the convenience of students and staff members. All textbooks, supplies, and instruments required by the academic programs are available in the Bookstore. You may also purchase computers, college apparel, and gift items. Purchases can be made with cash, checks, financial aid, and all major credit cards. The bookstore is open both day and evening hours. Textbook and on-line bookstore information is available at <http://www.nashcc.edu/bookstore>.

Textbook Return Policy

The textbook return policy is printed on the back of the cash register receipt. Purchases made with financial aid, scholarships, or by third parties are subject to refund dates posted in the bookstore and on the receipt. To be returned, new books must be in new condition with no marginal notes or other handwritten markings. No refund will be given without the cash register receipt. Refunds will not be given for special order items, computers, computer accessories, calculators, or software. Books that have access codes will not be refunded if the code has been accessed, scratched off, or tampered with in any way. Book buyback will be held at the end of each semester during exams.

Class Rings and Graduation Announcements

For information on class rings or graduation announcements, students should contact the Bookstore or visit the website <http://www.nashcc.edu/bookstore>.

Graduation Fees

Cap and Gown – The cost for a cap and gown, approximately \$25.00, is due and payable when a student receives a cap and gown for graduation. Caps and gowns are available for purchase in the Bookstore beginning in March each year.

Campus Security and Crime Awareness

The Nash Community College Board of Trustees in accordance with G.S. § 74A and Title II Public Law 1-542 adopted the following “Campus Security and Crime Awareness Policy”:

Nash Community College will provide adequate security personnel and procedures to protect the safety of its students, faculty, and staff, and to ensure the security of the College’s assets. It is the responsibility of every college employee and student to report “crimes” as listed below whenever they become aware of such crimes.

I. Structure

Policies are established by the NCC Board of Trustees within the parameters of federal, state and local laws. The President has established the Campus Safety Committee consisting of the Executive Vice President and Chief Financial Officer, the Dean of Instruction, the Manager of Facilities, the Security and Safety Director, the Chair of the Public Services Department, the Chair of the Engineering and Manufacturing Technologies Department, and the Physics Instructor. These members are responsible for annually reviewing the above policy, making recommendations for updating and for fulfilling the annual reporting requirements of campus crime activity.

II. Security Officers

Campus security officers are empowered to protect the college community by enforcing state, municipal laws, and college rules and regulations. Campus security is provided by Nash County Deputy Sheriffs and Nash Community College Police.

III. Crime Awareness

1. Reporting: In compliance with the Campus Crime Awareness and Security Act, the Campus Safety Committee will ensure that:
 - a. Timely reports are made to the campus community on crimes reported to the Campus Security and Safety Director that are considered to be a threat to the students and employees of the College.
 - b. An annual report on crime statistics is published and distributed as required by the Crime Awareness and Security Act.
2. Communications: Students and employees are to notify the Campus Security and Safety Director of suspected crimes or violations and to assist the security officers and/or police

in its investigation. An incident report form should be completed by any student, faculty, or staff member that witnesses a criminal activity and submitted to the Campus Security and Safety Director.

3. Crime Prevention Information: Crime awareness and prevention information will be distributed at the appropriate times and places on campus.

IV. Campus Access

The NCC campus is open to faculty, staff, students, and visitors with legitimate business during normal operating hours. Campus access is controlled by a master key system controlled by the Manager of Facilities and electronic security alarms under the supervision of the Campus Security and Safety Director.

Loitering on campus will not be permitted. Any unauthorized use of campus property is prohibited. Contact Campus Safety and Security for questions regarding allowable uses.

V. Facilities Maintenance

The Manager of Facilities will periodically check the exterior lights and make any needed repairs, inspect the shrubbery on campus and trim it in a manner to reduce the likelihood of concealing a potential attacker, and will inspect and maintain the electronic alarm systems.

VI. Personal Conduct

All persons, while on the premises, are expected and required to obey all federal, state, and local laws and ordinances, as well as college policies governing appropriate conduct. Persons in violation of this policy will be subject to legal action deemed appropriate by the college administration.

VII. Reportable Crimes per the Clery Act Committed on the NCC Campus, Non-Campus and Public Property:

Clery Act Regulatory Citations 34 CFR 668.46(b)(1) & 34 CFR 668.46(c)(1)-(2)

Criminal Offense/ Hate Crime	Crimes on Campus			Non-Campus Crimes			Public Property		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0
Non-Forcible Sex Offense	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0
Other crimes involving bodily injury	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0
Larceny-theft	0	0	0	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0	0	0	0
Destruction/Damage Vandalism of property	0	0	0	0	0	0	0	0	0
ARRESTS FOR:									
Liquor Law Violations	0	0	0	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	0	0	0	0	0
Illegal Weapons Possession	1	0	0	0	0	0	0	0	0
DISCIPLINARY ACTION FOR:									
Liquor Law Violations	0	0	0	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	0	0	0	0	0
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0

Clery Act Hate (Crimes, Regulatory Citations 34 CFR 668.46 (b)(1) & 34 CFR 668.46(c)(3))

	2011	2012	2013
Race	0	0	0
Gender	0	0	0
Religion	0	0	0
Sexual Orientation	0	0	0
Ethnicity	0	0	0
Disability	0	0	0



Academic Enhancement



The Library

The Library at Nash Community College houses an ever-growing collection of books, newspapers, DVDs, and databases in support of academic enrichment. Our Library is equipped with over 30,000 print and e-books, 33 computers, open and secluded work spaces, the ability to print from the computers and make copies. Computers are sectioned into individual stations for all Nash Community College students. Students may print up to twenty single-sided or ten double-sided pages of school related material for free each day. Additional printouts are \$.10 per side and color printouts are available for \$.25 per page. A copy machine is available for use given a \$.10 per page charge.

Located adjacent to the computer stations, the Library offers a variety of organic, heirloom and commercial seeds stored in repurposed card catalog units. Packets of seed are available for check out to the College's faculty, staff and students, as well as to members of the community. To learn more about the seed library, visit www.nashcc.edu/library and click on the Nash Community College Seed Library link located in the LibGuides section.

The mezzanine, the loft above the general work area, is a quiet-study area with couches, tables, and chairs away from the hub of activity. Tucked behind the rows of book shelves towards the back of the Library, there is an Early Childhood reading area complete with more couches, tables, and chairs. In the downstairs general study area, the Library has seating capacity for up to 76 people and is a well-lit, comfortable, spacious environment.

Running along the back wall of the general study area are two study rooms. These rooms can be reserved for private study group sessions, individual study, or any other academic activity that requires a distraction-free environment for optimum concentration. To reserve a study room, visit www.nashcc.edu/library and select Book a Library Study Room. Study rooms can be booked up to four weeks in advance and for five half-hour blocks (up to two and a half hours) per reservation.

The library's website provides 24/7 access to several online resources to enhance and support academic research. The catalog, or iLink, lists books housed at Nash Community College as well as books located at the nearly 50 other community colleges in the consortium. Credo Reference and NC Live serve as portals to professional journals, magazines, newspapers, e-books, audio books, and videos. AtoZ the World features profiles on over 170 countries. NCKnows is a live chat room that is accessible 24 hours a day for any questions students may have when the library is closed. Passwords can be obtained by emailing NCCLibrary@nashcc.edu or calling 252-451-8248.

The NCC Library resources promote research, reading, listening, and cultural enrichment to compliment (and in some cases supplement) classroom instruction. An array of recreational materials, such as bestsellers and DVDs, is also available. By offering a creative space for both individual and group study and the necessary resources including knowledgeable staff, the library is an important part of the college experience.

Semester Library hours:

Monday – Thursday 7:30 a.m. – 9:00 p.m. Friday 7:30 a.m. – 4:00 p.m.

Summer hours:

Monday – Thursday 7:30 a.m. – 8:00 p.m. Friday 7:30 a.m. – 1:00 p.m.

Movies per student: 3 day checkout period; 3 movies per checkout; \$1.00/day/movie fine after 3 days

Books per student: 14 day checkout period, 15 books per checkout; 5 cents/day/book after 14 days

PAL (Peer Assisted Learning) Supplemental Instruction Program

PAL Supplemental Instruction Program is an academic support program whereby a peer Supplemental Instructor is embedded in select courses to aid students. Supplemental Instruction via the PAL program is targeted to support first year students. PAL Supplemental Instructors are selected on the basis of instructor recommendation, prior exemplary completion of the course, and a preferred current GPA of 3.5. Each week the PAL Supplemental Instructor attends class, where they begin building rapport with students and stay current with course content. In addition, the PAL Supplemental Instructor holds 4-6 hours of outside tutoring and/or Supplemental Instruction sessions.

For more information about the PAL Supplemental Instruction Program contact: Student & Enrollment Services, 252-451-8307.

PAL (Peer Assisted Learning) Tutor Connection Program

PAL Tutor Connection Program is an appointment based peer tutoring initiative that connects students who need extra support with Peer Tutors who have demonstrated proficiency in select courses. Students interested in tutoring can fill out a PAL Tutor Connection Request Form online at www.nashcc.edu/resources.

For more information about the PAL Tutor Connection Program contact: Student & Enrollment Services, 252-451-8307.

Nash Community College English Studio

The English Studio offers reading and writing assistance to students of all disciplines. Help is available at any stage of the writing process – including brainstorming, researching, drafting, revising, and polishing a final draft. Assistance is also offered for pre-, during-, and post-reading strategies to aid in student comprehension and retention of material.

Individual Tutorial Assistance

One-on-one tutorial assistance is available on a drop-in basis during all English Studio hours. All tutors in the studio are AVID trained and provide feedback on writing based on clarity, structure, elaboration, and organization.

Assessment

The English Studio provides a quiet, proctored environment for assessment. Students enrolled in fundamental English classes are assessed on their mastery and growth in reading and writing.

Hours of Operation*

Monday through Thursday

8:00am – 8:30pm

Friday

8:00am – 4:00pm

*Times may vary from semester to semester

Nash Community College Math Tank

The NCC Math Tank (MT) and English Studio (ES) offer the following services free of charge to students currently enrolled in NCC courses. Services available are designed to help students in mathematics. At the beginning of each semester, the MT Coordinator briefly visits each NCC math class to inform students of the following services:

Individual Tutorial Assistance

One-on-one tutorial assistance is available on a drop-in basis during all MT hours. Students will find a professional tutor on duty to assist them. Students can drop by for assistance on specific homework problems or concepts, or stay to work on homework in an area where assistance is needed. The MT staff may not assist students with problems from take-home exams, quizzes, or assignments that will be graded by their instructor.

Computer Access

The Math Tank offers NCC students access to desktop style computers during operation hours. These computers are loaded with the Basic Math software (Math XL) which is used in all fundamental and several upper level math classes. Printers are available in the MT where students can print documents for math courses. Internet and word processing applications are also available.

Textbooks and Solution Manuals

Textbooks and complete solution manuals for most math courses are available for student use. These materials must be used in the Math Tank and may not be removed from the premises.

CDs

Students are allowed to check out CDs to watch on computers for most math courses. Students are allowed to hold these resources for a three-day period. If a student wishes to continue viewing after the three-day period, then the student must return to the Math Tank and renew the CD.

Assignments

NCC math instructors can leave make-up assignments or quizzes for students who are absent from a class meeting. MT faculty will supervise any graded assignments left by instructors for their respective students.

Hours of Operation*

Monday through Tuesday	10:00am - 8:00pm
Wednesday through Thursday	10:00am - 8:00pm
Friday	9:00am - 4:00pm

(*Times may vary from semester to semester)

Math Assessment Center

The Math Assessment Center provides a quiet, proctored environment for assessment. Students enrolled in fundamental math courses come to the Math Assessment Center to complete end of module assessments. The center also provides make-up assessment for curriculum courses and proctored assessment for other approved institutions.

Hours of Operation*

Monday through Thursday	9:00am - 9:00pm
Friday	9:00am - 4:00pm

The Math Assessment Center normally is not open on holiday weekends and academic break weekends. The center operates on reduced hours during the summer sessions.

(*Times may vary from semester to semester)

Nash Community College Child Development Center

The Nash Community College Child Development Center (CDC) provides early education for 38 children who come from families within the college community and neighboring communities. The primary goal of the CDC is to provide quality early education for children birth to five years of age using the most current practices known to support the development of the child. The Center also serves as a demonstration program through supervised internships, service learning, and as an instructional extension of child development and other related curricula including Nash Community College Early Childhood, Nash Central High School, and East Carolina University. Student interns are cooperatively supervised by Nash Community College faculty, the CDC director, and the CDC teachers. Community

childcare providers are encouraged to observe and consult with the CDC staff and the NCC faculty.

The Nash Community College Child Development Center (CDC) is licensed by the Division of Child Development, North Carolina Department of Health & Human Services. Food service is in compliance with the United States Department of Agriculture Child and Adult Food Program.

Online Resources

SAS Writing Reviewer

Re-vision means to look again. The SAS Writing Reviewer helps you see new opportunities for expressing yourself with greater precision and power. You begin by entering an essay into the Writing Reviser. An initial assessment helps you to see your work objectively so it can be revised with the reader in mind. SAS Writing Reviser is a free, self-help resource to assist with writing assignments. In regard to the content development of an essay, the program poses leading questions of the user requiring one to self-evaluate the essay. The program also provides assistance with grammar and mechanics by posing questions and providing additional information on proper use. To access, go to www.nashcc.edu/resources and click "Online Tutoring".

Student Username: NCCStudent

No password is used for students.

Smarthinking

Smarthinking is an online tutoring service provided for Nash Community College students. Tutoring assistance is provided 24 hours a day 7 days week in the areas of mathematics, writing, business, and science. Students can submit a question and a tutor will reply within 24 hours. Students can submit their writing for any class to the Online Writing Lab and receive feedback from a tutor within 24 hours. Students can connect with an e-structor and interact with a live tutor when they have a question. To access, go to www.nashcc.edu/resources and click "Online Tutoring".

First time users

Username: nash0405

Password: livetutors

Tutor.com

Tutor.com provides you with the help you need, when you need it. Here you can connect with one of our tutors in math, reading and writing, allowing for very focused review.

Braswell Library is offering Tutor.com. This is a free complete tutoring system offered online for the entire community! The only requirement is that you must be a Braswell Library member (have a library card, which is free to North Carolina residents) to use the service. To access, go to www.nashcc.edu/resources and click "Online Tutoring."

Toll Free tech support: 1-800-411-1970 (option 3) support.tutor.com

Moodle

Moodle will be used as the course management system and communication tool for all courses taught at Nash Community College. These include face-to-face, online, hybrid, and web-enhanced. Each instructor will use Moodle's academic tools to post documents, keep records of grades, post assignments and send announcements to students. The URL for Moodle is <http://moodle.nashcc.edu/>.

WebAdvisor

WebAdvisor is a web interface that allows Nash Community College students the ability to register through the internet for classes, as well as access portions of their academic and financial records. Information available to students includes their personal course schedule, transcripts, financial account information, and their academic program evaluation information. Students may view grades using WebAdvisor (grade reports are not mailed to students). Registration functions include access to semester registration schedules, search for course sections, registration, and payment of fees. The URL is <http://wa.nashcc.edu/WA/WebAdvisor>.

Username and Password convention for **Student Email, Moodle, and WebAdvisor:**

Username for Student Email, Moodle, and WebAdvisor: Your username is your first initial, middle initial, last name and the last 3 digits of your student ID (all lowercase, no spaces, no punctuation). Example: Name: John Allen Smith Student ID: 2563244 Username: `jasmith244`

Password for Email, Moodle, and WebAdvisor: Your password is Ncc plus your date of birth using 2 digits each for month, day, and year (no spaces, no punctuation). Example: John's Birthday: February 6, 1981 Password: `Ncco20681` You will be able to change these passwords after your first successful login.



Curriculum Programs



Degrees, Diplomas, and Certificates

Students interested in pursuing a curriculum program of study at NCC can choose one of the following options for program completion: the associate degree, the diploma, or the certificate.

Associate Degree Programs

Associate degree programs consist of planned academic curriculum programs that prepare students to enter the workforce or to transfer to a four-year institution upon graduation. The College offers the Associate in Arts (A.A.), Associate in Science (A.S.), Associate in General Education (A.G.E.), and the Associate in Applied Science (A.A.S) degrees.

Diploma Programs

Diploma Programs are curriculum programs designed to provide entry-level employment training and range from 36 to 48 semester hour credits and can usually be completed by a full-time student within two semesters and one summer semester. Associate degree level courses within a diploma program may also be applied toward the associate degrees described.

Certificate Programs

Certificate programs are curriculum programs designed to provide entry-level employment training. Certificate programs range from 12 to 18 semester hour credits and can usually be completed within one semester by a full-time student.

Programs of Study

Degree Abbreviations

AA - Associate in Arts Degree (College Transfer); Two-Year Program

AS - Associate in Science Degree (College Transfer); Two-Year Program

AGE - Associate in General Education Degree; Two-Year Program

AAS - Associate in Applied Science Degree; Two-Year Program

DIP - Diploma; One-Year Program;

CERT - Certificate; Program length varies

Abbreviation Degree Page

Business Technologies

Department Chair: Amy Harrell, Ed.D. 252-451-8347

Degree Programs

A15250	Brewing, Distillation, and Fermentation	BDF	AAS	170
A25100	Accounting	ACC	AAS	156
A25110	Hospitality Management	HRM	AAS	215
A25120	Business Administration	BA	AAS	172
A25610	Global Logistics and Distribution Management Technology	LOG	AAS	211
A55150	Culinary Arts	CUL	AAS	190

Diploma Programs

D25100	Accounting	ACC	DIP	157
D55250	Foodservice Technology	FST	DIP	209

Certificate Programs

C25110A	Lodging Management		CERT	216
C25110B	Restaurant Management		CERT	216
C25110C	Catering Management		CERT	217
C25170	Global Logistics		CERT	212

Computer Information Technologies

Contact: Nakisha Floyd, 252-451-8299

Degree Programs

A25260	Computer Information Technology	CIT	AAS	177
A25270	Information Systems Security			226
A25290	Web Technologies	WEB	AAS	244
A25310	Medical Office Administration	MOA	AAS	231
A25340	Networking Technology	NET	AAS	233
A25370	Office Administration	OA	AAS	236
A2537A	Office Administration/Legal	OA/L	AAS	237
A25510	Healthcare Business Informatics	HBI	AAS	213

A30100	Advertising and Graphic Design	GRD	AAS	158
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Certificate Programs

C25260A	Computer Information Technologies Certificate	CIT	CERT	179
C25260B	CIT – Helpdesk Technologies Certificate	CIT	CERT	179
C25260C	CIT – Visual Studio Programming Certificate	CIT	CERT	179
C25290A	Web Site Design Certificate	WEB	CERT	246
C25310A	Medical Office Administration Certificate	MOA	CERT	232
C25310B	Medical Office Admin./Medical Coding & Billing	MOA	CERT	232
C25340A	Networking Technology Certificate	NET	CERT	235
C25370A	Office Administration Certificate	OA	CERT	237
C2537A	Legal Administration Certificate	OA/L	CERT	239
C30100A	Advertising & Graphic Design Certificate	GRD	CERT	159

Corporate and Economic Development

Associate Vice President: Wendy Marlowe, 252-451-8243

Degree Programs

A35230	Electric Line Construction Technology	ELT	AAS	196
A50240	Industrial Systems Technology	IND	AAS	222
A50420	Welding Technology	WLD	AAS	247
A60160	Automotive Systems Technology	AUT	AAS	165

Diploma Programs

D35230	Electric Line Construction Technology	ELT	DIP	197
D50240	Industrial Systems Technology	IND	DIP	223
D50420	Welding Technology	WLD	DIP	248
D60160	Automotive Systems Technology	AUT	DIP	166

Certificate Programs

C35230A	Electric Line Construction Technology /Advanced	ELT	CERT	198
C35230B	Electric Line Construction Technology/Third Class	ELT	CERT	198
C50240A	Industrial Systems Technology – Heating and Refrigeration	IND	CERT	224
C50240B	Industrial Systems Technology - Mechanical	IND	CERT	225
C50420A	Welding Technology – GMAW (MIG)	WLD	CERT	249
C50420B	Welding Technology – SMAW (Stick)	WLD	CERT	249
C50420C	Welding Technology – GTAW (TIG)	WLD	CERT	249
C50420D	Welding Technology – Fabrication	WLD	CERT	250
C50420E	Welding Technology - General Welding Certificate	WLD	CERT	250
C60160A	Automotive Systems Technology – Basic Automotive Systems	AUT	CERT	167
C60160B	Automotive Systems Technology – Advanced Automotive Systems	AUT	CERT	168

Cosmetology

Department Chair: Karey Parker, 252-451-8377

Degree Programs

A55140	Cosmetology	COS	AAS	184
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Diploma Programs

D55140	Cosmetology	COS	DIP	185
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Certificate Programs

C55140A	Cosmetology	COS	CERT	185
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C55140B	Cosmetology	COS	CERT	186
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Early Childhood Education

Department Chair: Katherine Wilder, 252-451-8280

Degree Programs

A55220	Early Childhood Education (ECE)	ECE	AAS	192
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Certificate Programs

C55220	ECE - Early Childhood	ECE	CERT	193
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C55220A	ECE - Special Education Certificate	ECE	CERT	193
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C55220B	ECE - Teacher Associate	TA	CERT	194
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C55220G	ECE - Early Childhood Administration	ECE	CERT	194
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C55220H	ECE - Infant Toddler Certificate	ECE	CERT	194
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C55220I	ECE - School-Age Certificate	ECE	CERT	195
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Engineering and Manufacturing Technologies

Department Chair: Gary Blackburn, 252-451-8285

Degree Programs

A35130	Electrical Systems Technology	ETD	AAS	199
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A40100	Architectural Technology	ARC	AAS	160
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A40160	Computer Engineering Technology	CET	AAS	177
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A40200	Electronics Engineering Technology	EET	AAS	204
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A50210	Computer-Integrated Machining (CIM)	MT	AAS	180
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A55280	General Occupational Technology	GOT	AAS	210
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Diploma Programs

D35130	Electrical Systems Technology	ETD	DIP	200
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D40100	Architectural Technology	ARC	DIP	161
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D40160	Computer Engineering Technology	CET	DIP	175
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D40200	Electronics Engineering Technology	EET	DIP	205
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D50210	Computer-Integrated Machining (CIM)	MTD	DIP	181
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Certificate Programs

C35130A	Electrical Systems Technology – Electrical Wiring	ETD	CERT	201
C35130B	Electrical Systems Technology– Electrical Controls	ETD	CERT	201
C35130C	Electrical Systems Technology – PLC Controls	ETD	CERT	202
C35130D	Electrical Systems Technology – Industrial Robotics	ETD	CERT	202
C35130E	Electrical Systems Technology – Instrumentation Certificate	ETD	CERT	203
C40100A	Architectural Technology	ARC	CERT	162
C40160A	Computer Engineering	CET	CERT	176
C40160B	Computer Engineering Technology- Computer Programming	CET	CERT	176
C40200A	Electronics Engineering Technology - Basic Electronics	EET	CERT	196
C50210A	Computer-Integrated Machining – Machine Operator	MTM	CERT	182
C50210B	Computer-Integrated Machining – Computer Numerical Controlled	MTM	CERT	182
C50210C	Computer-Integrated Machining – Advanced Computer Numerical Controlled	MTC	CERT	183
C50210D	Computer-Integrated Machining – Robotics Machining	MTM	CERT	183

Health Sciences

Department Chair: Dr. Tammie Clark, 252-451-8372

Degree Programs

A45110	Associate Degree Nursing	ADN	AAS	163
A45400	Medical Assisting	MED	AAS	229
A45640	Physical Therapist Assistant	PTA	AAS	241

Diploma Programs

D45400	Medical Assisting	MED	DIP	230
D45660	Practical Nursing	PNE	DIP	243

Certificate Programs

C45600	Phlebotomy	PBT	CERT	240
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Humanities and Social Sciences

Department Chair: Lisa Cooper, 252-451-8223

Degree Programs

A10100	Associate in Arts	AA	AA	251
A10300	Associate in General Education	AGE	AGE	254
A45380	Human Services Technology	HST	AAS	218
A4538B	Human Services Technology/Gerontology	HG	AAS	220

Mathematics and Sciences

Science Department Chair: Ginny Stokes, 252-451-8273

Math Department Chair: Dina Pitt, 252-451-8359

Degree Programs

A10400	Associate in Science	AS	AS	256
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Public and Safety Services

Department Chair: Nathan Mizell, 252-451-8278

Degree Programs

A55180	Criminal Justice Technology	CJC	AAS	187
A5518A	Criminal Justice/Latent Evidence Technology	CJC	AAS	188
A55460	Emergency Management	EM	AAS	207

Certificate Programs

C55120	Basic Law Enforcement Training	BLET	CERT	169
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Non Degree

Developmental Studies		DS		264
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Instructional Service Agreement Programs

The instructional agreement programs listed below are offered at another college, i.e., host college, that awards the degree upon completion of program requirements. Typically the agreement involves the host colleges' acceptance of transfer credit for non-core and general education courses and/or acceptance for program admission to transfer students. The major core courses in instructional agreement programs are taught at the host institution. Instructional service agreement programs include:

A20100	Biotechnology	BTC	AAS	265
D45240	Dental Assisting	DEN	AAS	267
A45260	Dental Hygiene	DEN	AAS	269
A25200	Healthcare Management Technology	HMT	AAS	271
A45440	Medical Sonography		AAS	274
A45460	Nuclear Medicine Technology		AAS	276
A25450	Simulation and Game Development	SGD	AAS	278

Continuing Education Programs See the section titled *Continuing Education*.

Accounting – A25100

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						18

Major Core Courses

ACC 120	Principles of Financial Accounting	3	2	0	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	0	4
ACC 131	Federal Income Taxes	2	2	0	0	3
ACC 220	Intermediate Accounting I	3	2	0	0	4
BUS 115	Business Law I	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	0	3
						24

Other Major Courses

ACC 110	Ten Key Skills	0	2	0	0	1
ACC 140	Payroll Accounting	1	2	0	0	2
ACC 150	Accounting Software App	1	2	0	0	2
ACC 180	Practices in Bookkeeping	0	0	0	0	3
ACC 225	Cost Accounting	3	0	0	0	3

ACC 240	Government & Not-For-Profit Accounting or	3	0	0	0	3
ACC 269	Auditing & Assurance Services	3	0	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
BUS 238	Integrated Management	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
Major Elective (Pick One: BUS 151, BUS 225, BUS 240)						3
						28
Other Required Course						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						71

Accounting Diploma – D25100

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 101	Applied Communications I or	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
						6
Major Core Courses						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	0	4
ACC 131	Federal Income Taxes	2	2	0	0	3
BUS 115	Business Law I	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
						17
Other Major Courses						
ACC 110	Ten-Key Skills	0	2	0	0	1
ACC 140	Payroll Accounting	1	2	0	0	2
ACC 150	Accounting Software Applications	1	2	0	0	2
ACC 180	Practices in Bookkeeping	3	0	0	0	3
BUS 110	Introduction to Business	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
						14
Total Semester Hour Credits for Diploma						37

Advertising and Graphic Design – A30100

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with inhouse graphics operations.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
GRD 110	Typography	2	2	0	0	3
GRD 121	Drawing Fundamentals I	1	3	0	0	2
GRD 131	Illustration I	1	3	0	0	2
GRD 141	Graphic Design I	2	4	0	0	4
GRD 142	Graphic Design II	2	4	0	0	4
GRD 151	Computer Design Basics	1	4	0	0	3
GRD 152	Computer Design Tech I	1	4	0	0	3
GRD 241	Graphic Design III	2	4	0	0	4
GRD 280	Portfolio Design	2	4	0	0	4
						29
Other Major Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
WBL 111	Work Based Learning I	0	0	10	0	1
GRD 117	Design Career Exploration	2	0	0	0	2
GRD 160	Photo Fundamentals I	1	4	0	0	3
GRD 242	Graphic Design IV	2	4	0	0	4
GRD 265	Digital Print Production	1	4	0	0	3
GRD 281	Design of Advertising	1	3	0	0	2

Curriculum Programs

GRD 285	Client/Media Relations	1	2	0	0	2
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
WEB 111	Intro. to Web Graphics	2	2	0	0	3
WEB 140	Web Development Tools	2	2	0	0	3
						29
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						74

Advertising and Graphic Design Certificate-C30100A

				Hrs	Work	
		Class	Lab	Clin	Exp	Credits
GRD 110	Typography I	2	2	0	0	3
GRD 121	Drawing Fundamentals I	1	3	0	0	2
GRD 141	Graphic Design I	2	4	0	0	4
GRD 142	Graphic Design II	2	4	0	0	4
GRD 151	Computer Design Basics	1	4	0	0	3
Total Semester Hour Credits for Certificate						16

Architectural Technology – A40100

A program that prepares individuals to assist architects, engineers, and construction professionals in developing plans and related documentation for residential and commercial projects in both the private and public sectors. Includes instruction in architectural drafting, computer-assisted drafting, construction materials and methods, environmental systems, codes and standards, structural principles, cost estimation, planning, graphics, and presentation.

		Class	Lab	Clin / Exp	Credits	
General Education						
COM 110	Intro. to Communication or	3	0	0	3	
COM 231	Public Speaking	3	0	0	3	
ENG 111	Writing and Inquiry	3	0	0	3	
HUM/FA	Humanities/Fine Arts Core Elective	3	0	0	3	
SOC/BEH	Social/Behavioral Sci. Core Elective	3	0	0	3	
MAT 121	Algebra/Trigonometry I	2	2	0	3	
					15	
Technical Core Courses						
ARC 112	Const. Materials & Methods		3	2	0	4
ARC 131	Building Codes		2	2	0	3
ARC 132	Specifications & Contract		2	0	0	2
SST 140	Green Building & Design Concepts		3	0	0	3
					12	
Program Major Courses						
ARC 111	Intro. to Arch. Technology		1	6	0	3
ARC 114	Architectural CAD		1	3	0	2
ARC 113	Residential Arch. Tech.		1	6	0	3
ARC 213	Design Project		2	6	0	4
ARC 230	Environmental Systems		3	3	0	4
					16	
Other Major Courses						
ARC 114A	Architectural CAD Lab		0	3	0	1
ARC 211	Light Constr. Technology		1	6	0	3
ARC 212	Commercial Constr. Technology		1	6	0	3
ARC 220	Advanced Architectural CAD		1	3	0	2
ARC 231	Arch. Presentations		2	4	0	4
ARC 240	Site Planning		2	2	0	3
EGR 250	Statics / Strength of Matter		4	3	0	5
MAT 122	Algebra/Trigonometry II		2	2	0	3
PHY 131	Physics-Mechanics		3	2	0	4
					28	

Other Required Courses

ACA 115	Success and Study Skills	0	2	0	1
ENG 114	Prof. Research & Reporting	3	0	0	3
					4
Total Hours for Graduation					75

Architectural Technology Diploma – D40100

		Class	Lab	Clin / Exp	Credits
General Education					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
					6
Technical Core Courses					
ARC 112	Const. Materials & Methods	3	2	0	4
ARC 132	Specifications & Contract	2	0	0	2
ARC 131	Building Codes	2	2	0	3
SST 140	Green Building & Design Concepts	3	0	0	3
					12
Program Major Courses					
ARC 111	Intro. to Arch. Technology	1	6	0	3
ARC 114	Architectural CAD	1	3	0	2
ARC 113	Residential Arch. Tech.	1	6	0	3
					8
Other Major Courses					
ARC 230	Environmental Systems	3	3	0	4
	Or				
ARC 231	Arch. Presentations	2	4	0	4
ARC 114A	Architectural CAD Lab	0	3	0	1
ARC 211	Light Constr. Technology	1	6	0	3
ARC 220	Advanced Architectural CAD	1	3	0	2
ARC 240	Site Planning	2	2	0	3
MAT 122	Algebra/Trigonometry II	2	2	0	3
					16
Total Hours for Graduation					42

Architectural Technology Certificate – C40100

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
ARC 112	Const. Materials & Methods	3	2	0	4
					4
Program Major Courses					
ARC 111	Intro. to Arch. Technology	1	6	0	3
ARC 114	Architectural CAD	1	3	0	2
					5
Other Major Courses					
ARC 114A	Architectural CAD Lab	0	3	0	1
ARC 220	Advanced Architectural CAD	1	3	0	2
					3
Total Hours for Graduation					12

Associate Degree Nursing (Integrated) – A45110

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

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

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

Only letter grades of “C” or higher in non-nursing courses and nursing (NUR) courses with a numerical grade of “77” or higher will count toward completion of the Associate Degree Nursing degree.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
CHM 130	General, Organic & Biochemistry	3	0	0	0	3
CHM 130A	General, Organic & Biochemistry (Lab)	0	3	0	0	1
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
	or					
PHI 215	Philosophical Issues	3	0	0	0	3
	or					
PHI 240	Introduction to Ethics	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						16
Major Core Courses						
NUR 111	Intro. to Health Concepts	4	6	6	0	8
NUR 112	Health-Illness Concepts	3	0	6	0	5
NUR 113	Family Health Concepts	3	0	6	0	5
NUR 114	Holistic Health Concepts	3	0	6	0	5
	or					
NUR 214	*Nursing Transition Concepts	3	0	3	0	4
NUR 211	Health Care Concepts	3	0	6	0	5

NUR 212	Health System Concepts	3	0	6	0	5
NUR 213	Complex Health Concepts	4	3	15	0	10
						42-43
Other Major Courses						
BIO 168	Anatomy and Physiology I	3	3	0	0	4
BIO 169	Anatomy and Physiology II	3	3	0	0	4
MAT 171	Precalculus Algebra	3	2	0	0	4
PSY 241	Developmental Psychology	3	0	0	0	3
						15
Other Required Courses						
ACA 122	College Transfer Success	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						74-75

* Note - For Transition Students

Automotive Systems Technology – A60160

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

		Class	Lab	Clin / Exp	Credits
General Education					
COM 110	Intro. to Communication	3	0	0	3
	or				
COM 231	Public Speaking	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HUM/FA	Humanities/Fine Arts Core Elective	3	0	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
	or				
MAT 171	Precalculus Algebra	3	2	0	4
SOC/BEH	Social/Behav. Sci. Core Elective	3	0	0	3
					16
Technical Core Courses					
TRN 110	Intro to Transport Tech	1	2	0	2
TRN 120	Basic Transp Electricity	4	3	0	5
TRN 145	Adv Transp Electronics	2	3	0	3
					10
Program Major Courses					
AUT 141	Suspension and Steering Sys	2	3	0	3
AUT 151	Brake Systems	2	3	0	3
AUT 181	Engine Performance I	2	3	0	3
					9
Other Major Courses					
AUT 116	Engine Repair	2	3	0	3
AUT 141A	Suspension and Steering Lab	0	3	0	1
AUT 151A	Brakes Systems Lab	0	3	0	1
AUT 163	Adv Auto Electricity	2	3	0	3
AUT 183	Engine Performance II	2	6	0	4
AUT 212	Auto Shop Management	3	0	0	3
AUT 221	Auto Transm/Transaxles	2	3	0	3
AUT 281	Advanced Engine Performance	2	2	0	3
TRN 140	Transp Climate Control	1	2	0	2
TRN 140A	Transp Climate Cont Lab	1	2	0	2
					25
Other Required Courses					
ACA 115	Success and Study Skills	0	2	0	1
CIS 110	Intro to Computers	2	2	0	3
					4

Elective (Choose 6 hours from the list below)

AUT 113	Auto Servicing I	0	6	0	2
	or				
WBL 112	Work Based Learning I	0	0	20	2
AUT 114	Safety and Emissions	1	2	0	2
AUT 114A	Safety and Emissions Lab	0	2	0	1
AUT 213	Auto Servicing II	1	3	0	2
	or				
WBL 122	Work Based Learning II	0	0	20	2
AUT 163A	Adv Auto Electricity Lab	0	0	3	1
AUT 181A	Engine Performance I Lab	0	3	0	1
AUT 231	Manual Trans/Axles/Drtrains	2	3	0	3
AUT 284	Emerging Auto Technology	2	6	0	4
TRN 120A	Basic Transp Electricity Lab	0	3	0	1
TRN 130	Intro. to Sustainable Transp	2	2	0	3
Total					6

Total Semester Hour Credits for Graduation**69-70****Automotive Systems Technology Diploma – D60160**

		Class	Lab	Clin / Exp	Credits
General Education Courses					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 110	Mathematical Measurement	2	2	0	3
	or				
MAT 121	Algebra/Trigonometry I	2	2	0	3
					6
Technical Core Courses					
TRN 110	Intro to Transport Tech	1	2	0	2
TRN 120	Basic Transp Electricity	4	3	0	5
TRN 145	Adv Transp Electronics	2	3	0	3
					10
Program Major Courses					
AUT 141	Suspension and Steering Sys	2	3	0	3
AUT 151	Brake Systems	2	3	0	3
AUT 181	Engine Performance 1	2	3	0	3
					9
Other Major Courses					
AUT 116	Engine Repair	2	3	0	3
AUT 141A	Suspension and Steering Lab	0	3	0	1
AUT 151A	Brakes Systems Lab	0	3	0	1

AUT 163	Advanced Auto Electricity	2	3	0	3
AUT 183	Engine Performance II	2	6	0	4
AUT 212	Auto Shop Management	3	0	0	3
AUT 221	Auto Transm/Transaxles	2	3	0	3
					18

Elective (choose 4 hours from the list below)

AUT 114	Safety and Emissions	1	2	0	2
AUT 163A	Advanced Auto Electricity Lab	0	3	0	1
AUT 181A	Engine Performance I Lab	0	3	0	1
AUT 284	Emerging Auto Technology	2	6	0	4
WBL 112	Work Based Learning I	0	0	20	2
TRN 120A	Basic Transp Electricity Lab	0	3	0	1
TRN 130	Intro. to Sustainable Transp	2	2	0	3
TRN 140	Transp Climate Control	1	2	0	2
TRN 140A	Transp Climate Cont Lab	1	2	0	2
					4

Total Hours for Graduation 47**Basic Automotive Systems Certificate – C60160A**

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
TRN 110	Intro to Transport Tech	1	2	0	2
TRN 120	Basic Transp Electricity	4	3	0	5
					7
Program Major Courses					
AUT 141	Suspension and Steering Systems	2	3	0	3
AUT 151	Brake Systems	2	3	0	3
					6
Other Major Courses					
AUT 116	Engine Repair	2	3	0	3
AUT 141A	Suspension and Steering Lab	0	3	0	1
AUT 151A	Brake Systems Lab	0	3	0	1
					5
Total Hours for Graduation					18

Advanced Automotive Systems Certificate – C60160B

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
TRN 145	Adv Transp Electronics	2	2	0	3
					3
Major Core Courses					
AUT 181	Engine Performance I	2	3	0	3
					3
Other Major Courses					
AUT 163	Advanced Auto Electricity	2	3	0	3
AUT 183	Engine Performance II	2	6	0	4
AUT 221	Auto Trans/Transaxles	2	3	0	3
					10
Other Required Courses					
Total Hours for Graduation					16

Basic Law Enforcement Training Certificate – C55120

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county or municipal governments, or with private enterprise. This program utilizes State commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcohol beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations. Students must successfully complete and pass all units of study, including certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs’ Education and Training Standards Commission.

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
CJC 100	Basic Law Enforcement Training	9	30	0	0	19
Total Semester Hour Credits for Certificate						19

Brewing, Distillation, and Fermentation – A15250

This curriculum is designed to prepare individuals for various careers in the brewing, distillation and fermentation industry. Classroom instruction, practical laboratory applications of brewing, distillation and fermentation principles and practices are included in the program of study.

Course work in brewing, distillation and fermentation includes production, operations, safety and sanitation, and associated process technologies. Related course work is offered in fermentation production, safety and sanitation, applied craft beverage microbiology, agriculture, marketing, management, equipment, packaging, and maintenance.

Graduates should qualify for employment opportunities in the brewing, distillation and fermentation industry. Students may be eligible to sit for the professional Institute of Brewing and Distilling (IBD) certification exams which correspond to the program of study.

Students must be 21 years of age or older to enroll in the BDF program.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0		3
ENG 111	Writing and Inquiry	3	0	0		3
HUM 115	Critical Thinking	3	0	0		3
MAT 143	Quantitative Literacy	2	2	0		3
PSY 150	General Psychology	3	0	0		3
						15
Major Core Courses						
BDF 110	Fermentation Production	2	4	0		4
BDF 111	BDF Sanitation and Safety	1	2	0		2
BDF 115	Applied Craft Bev. Microbiology	3	2	0		4
BDF 125	Bev. Tech & Calculations	1	3	0		2
BDF 215	Legal Issues – Fermentation	3	0	0		3
BUS 110	Introduction to Business	3	0	0		3
HOR 245	Hor. Specialty Crops	2	2	0		3
HRM 220	Cost Controls – Food and Beverage	3	0	0		3
HRM 225	Beverage Management	3	0	0		3
ISC 112	Industrial Safety	2	0	0		2
						31
Other Major Courses						
BDF 112	Survey of Fermented Products	3	3	0		4
BDF 114	Craft Beer Brewing	1	3	0		2
BDF 170	Beverage Tour and Tasting Mgmt.	2	2	0		3
BDF 180	Sensory Evaluation	2	2	0		3
BDF 220	Craft Beverage Chemistry	3	2	0		4

Curriculum Programs

BDF 261	Beverage Marketing and Sales	3	0	0	3
ETR 210	Introduction to Entrepreneurship	3	0	0	3
HRM 245	Human Resources Mgmt – Hospitality	3	0	0	3
					25
Other Required Courses					
ACA 115	Success and Study Skills	0	2	0	1
Total Hours for Graduation					
					72

Business Administration – A25120

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 government agencies, financial institutions, and large to small business or industry.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
						18
Major Core Courses						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 110	Introduction to Business	3	0	0	0	3
BUS 115	Business Law I	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
						22
Other Major Courses						
ACC 121	Principles of Managerial Accounting	3	2	0	0	4
ACC 131	Federal Income Taxes	2	2	0	0	3
BUS 151	People Skills	3	0	0	0	3
BUS 225	Business Finance	2	2	0	0	3
BUS 238	Integrated Management	3	0	0	0	3
BUS 240	Business Ethics	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
INT 110	International Business	3	0	0	0	3
MKT 123	Fundamentals of Selling	3	0	0	0	3

Major Elective (Pick One for 3 Credits)

(BUS 135, ETR 210, LOG 110, SPA 120)

3

Other Required Courses

ACA 115

Success and Study Skills

0

2

0

0

1

1

Total Semester Hour Credits for AAS Degree

72

Computer Engineering Technology – A40160

A course of study that prepares the students to use basic engineering principles and technical skills for installing, servicing, and maintaining computers, peripherals, networks, and microprocessor and computer controlled equipment. Includes instruction in mathematics, computer electronics and programming, prototype development and testing, systems installation and testing, solid state and microminiature circuitry, peripheral equipment, and report preparation. Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

		Class	Lab	Clin / Exp	Credits
General Education					
COM 110	Intro. to Communication or	3	0	0	3
COM 231	Public Speaking	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
MAT121	Algebra/Trigonometry I	2	2	0	3
HUM/FA	Elective	3	0	0	3
SOC/BEH	Elective	3	0	0	3
					15
Technical Core Courses					
ELC 131	Circuit Analysis I	3	3	0	4
ELN 131	Analog Electronics I	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
					12
Program Major Courses					
CET 111	Computer Upgrade/Repair I	2	3	0	3
CET 211	Computer Upgrade/Repair II	2	3	0	3
CSC 151	Java Programming	2	3	0	3
ELC 235	Data Communication Sys.	3	3	0	4
					13
Other Major Courses					
CET 222	Computer Architecture	2	0	0	2
CET 251	Software Eng. Principles	3	3	0	4
CET 293	Selected Topic Seminar	2	3	0	3
CSC 143	Object-Oriented Prog.	2	3	0	3
CSC 251	Adv. Java Programming	2	3	0	3
EGR 125	Appl Software for Tech	1	2	0	2
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELN 232	Intro. to Microprocessors	3	3	0	4
ELN 237	Local Area Networks	2	3	0	3
ELN 238	Advanced LANs	2	3	0	3

MAT 122	Algebra/Trigonometry II Or	2	2	0	3
MAT 172	Precalculus Trigonometry	3	0	0	3
TNE 241	Network Management	2	3	0	3
					34
Other Required Courses					
ACA 115	Success and Study Skills	0	2	0	1
					1
Total Hours for Graduation					
					75

Computer Engineering Technology Diploma – D40160

		Class	Lab	Clin / Exp	Credits
General Education					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
					6
Technical Core Courses					
ELC 131	Circuit Analysis I	3	3	0	4
ELN 131	Analog Electronics I	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
					12
Program Major Courses					
CET 111	Computer Upgrade/Repair I	2	3	0	3
CET 211	Computer Upgrade/Repair II	2	3	0	3
CSC 151	Java Programming	2	3	0	3
ELN 235	Data Communication Sys.	3	3	0	4
Total					13
Other Major Courses					
EGR 125	Appl Software for Tech	1	2	0	2
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELN 232	Intro. to Microprocessors	3	3	0	4
ELN 237	Local Area Networks	2	3	0	3
Total					10
Total Hours for Graduation					
					41

Computer Engineering Technology Certificate – C40160A

		Class	Lab	Clin / Exp	Credits
Program Major Courses					
CET 111	Computer Upgrade/Repair I	2	3	0	3
CET 211	Computer Upgrade/Repair II	2	3	0	3
ELN 235	Data Communication Sys.	3	3	0	4
					10
Other Major Courses					
EGR 125	Appl Software for Tech	1	2	0	2
ELN 237	Local Area Networks	2	3	0	3
ELN 238	Advanced LANs	2	3	0	3
Total					8
Total Hours for Graduation					18

Computer Engineering Technology Certificate – C40160B

		Class	Lab	Clin / Exp	Credits
Program Major Courses					
CSC 151	Java Programming	2	3	0	3
					3
Other Major Courses					
EGR 125	Appl Software for Tech	1	2	0	2
CET 251	Software Eng Principles	3	3	0	4
CSC 143	Object-Oriented Programming	2	3	0	3
CSC 251	Adv Java Programming	2	3	0	3
					12
Total Hours for Graduation					15

Computer Information Technology – A25260

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

Course work will develop a student’s ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15

Major Core Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
CIS 115	Intro. to Programming and Logic	2	3	0	0	3
CTS 115	Info Systems Business Concepts	3	0	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
CTS 285	Systems Analysis & Design	3	0	0	0	3
CTS 289	Systems Support Project	1	4	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
NET 110	Networking Con.	2	2	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
SEC 110	Security Concepts	2	2	0	0	3
						36

Other Major Courses						
WBL 111	Work Based Learning I	0	0	0	10	1
CSC 139	Visual BASIC Programming	2	3	0	0	3
CSC 239	Advanced Visual Basic	2	3	0	0	3
CTS 220	Advanced Hard/Soft Support	2	3	0	0	3
DBA 115	Database Applications	2	2	0	0	3

NOS 120	Linux/UNIX Single User	2	2	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
WEB 140	Web Development Tools	2	2	0	0	3
						22

Other Required Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						74

Vendor Certifications:

To prepare for the IC₃ (Internet and Computing Core) Certification, take the following courses:

- CIS 110 Introduction to Computers
- WEB 110 Internet / Web Fundamentals
- NOS 110 Operating Systems Concepts
- CTS 120 Hardware / Software Support

To prepare for the MOS (Microsoft Office Specialist – Access) Certification, take the following course:

- DBA 110 Database Concepts

To prepare for the CompTIA A+ Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- CTS 120 Hardware / Software Support
- CTS 220 Advanced Hardware / Software Support

To prepare for the MCTS (Microsoft Certified Technology Specialist) – Windows Client, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User

To prepare for the MCSA (Microsoft Certified Solutions Associate) – Windows Server Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User
- NOS 230 Windows Admin I

Computer Information Technologies Certificate – C25260A

		Class	Lab	Hrs Clin	Work Exp	Credits
CIS 110	Intro. to Computer	2	2	0	0	3
CIS 115	Intro. to Programming and Logic	2	3	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
NET 110	Networking Concepts	2	2	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
Total Semester Hour Credits for Certificate						18

Computer Information Technologies-C25260B Helpdesk Technologies Certificate

		Class	Lab	Hrs Clin	Work Exp	Credits
CIS 110	Introduction to Computers	2	2	0	0	3
CTS 120	Hardware/Software Support	3	2	0	0	3
CTS 220	Adv Hardware/Software Support	3	2	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
Total Semester Hour Credits for Certificate						15

Computer Information Technologies-C25260C Visual Studio Programming Certificate

		Class	Lab	Hrs Clin	Work Exp	Credits
CIS 110	Introduction to Computers	2	2	0	0	3
CIS 115	Intro. to Prog & Logic	2	3	0	0	3
CSC 139	Visual Basic Programming	2	3	0	0	3
CSC 239	Advanced Visual Basic	2	3	0	0	3
Total Semester Hour Credits for Certificate						12

Computer-Integrated Machining – A50210

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

Coursework includes learning objectives in manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 110	Introduction to Communication or	3	0	0		3
COM 231	Public Speaking	3	0	0		3
ENG 111	Writing and Inquiry	3	0	0		3
MAT 121	Algebra/Trigonometry I or	2	2	0		3
MAT 171	Precalculus Algebra	3	2	0		4
HUM/FA	Humanities/Fine Arts Core Elective	3	0	0		3
SOC/BEH	Social/Behavioral Sci. Core Elective	3	0	0		3
						16
Major Core Courses						
BPR 111	Print Reading	1	2	0		2
MAC 124	CNC Milling	1	3	0		2
MAC 141	Machining Applications I	2	6	0		4
MAC 142	Machining Applications II	2	6	0		4
						12
Other Major Courses						
DFT 119	Basic CAD	1	2	0		2
ISC 112	Industrial Safety	2	0	0		2
MAC 121	Introduction to CNC	2	0	0		2
MAC 122	CNC Turning	1	3	0		2
MAC 141A	Machining Appl I Lab	0	6	0		2
MAC 142A	Machining Appl II Lab	0	6	0		2
MAC 143	Machining Applications III	2	6	0		4
MAC 151	Machining Calculations	1	2	0		2

MAC 152	Adv. Machining Calculations	1	2	0	2
MAC 171	Measure/Material & Safety	0	2	0	1
MAC 224	Advanced CNC Milling	1	3	0	2
MAC 226	CNC EDM Machining	1	3	0	2
MAC 241	Jigs and Fixtures I	2	6	0	4
MEC 231	Comp-Aided Manufact. I	1	4	0	3
MEC 232	Comp-Aided Manufact. II	1	4	0	3

35**Other Major Elective Courses** (choose 10 hours from list below)

ATR 280	Robotic Fundamentals	3	2	0	4
ATR 281	Automation Robotics	3	2	0	4
WBL 112	Work Based Learning I	0	0	20	2
MAC 222	Advanced CNC Turning	1	3	0	2
MAC 234	Adv. Multi-Axis Machining	2	3	0	3
MAC 247	Production Tooling	2	0	0	2
MAC 248	Production Procedures	1	2	0	2
WLD 112	Basic Welding Processes	1	3	0	2
WLD 151	Fabrication I	2	6	0	3
WLD 251	Fabrication II	1	6	0	3

10**Other Required Courses**

ACA 115	Success and Study Skills	0	2	0	0	1
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1**Total Semester Hour Credits for AAS Degree****73****Computer-Integrated Machining Diploma – D50210**

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
ENG 111	Writing and Inquiry	3	0	0		3
MAT 110	Mathematical Measurement	2	2	0		3
	or					
MAT 121	Algebra/Trigonometry I	2	2	0		3
6						
Major Core Courses						
BPR 111	Print Reading	1	2	0		2
MAC 124	CNC Milling	1	3	0		2
MAC 141	Machining Applications I	2	6	0		4
MAC 142	Machining Applications II	2	6	0		4
12						

Other Major Courses

DFT 119	Basic CAD	1	2	0	2
ISC 112	Industrial Safety	2	0	0	2
MAC 121	Introduction to CNC	2	0	0	2
MAC 122	CNC Turning	1	3	0	2
MAC 141A	Machining Appl I Lab	0	6	0	2
MAC 142A	Machining Appl II Lab	0	6	0	2
MAC 143	Machining Applications III	2	6	0	4
MAC 151	Machining Calculations	1	2	0	2
MAC 152	Adv. Machining Calculations	1	2	0	2
MAC 171	Measure/Material & Safety	0	2	0	1
					21
Total Semester Hour Credits for Diploma					39

Computer-Integrated Machining – Machine Operator Certificate – C50210A

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
BPR 111	Print Reading	1	2	0		2
MAC 141	Machining Applications I	2	6	0		4
						6
Other Major Courses						
MAC 121	Introduction to CNC	2	0	0		2
MAC 141A	Machining Appl I Lab	0	6	0		2
MAC 151	Machining Calculations	1	2	0		2
MAC 171	Measure/Material & Safety	0	2	0		1
						7
Total Semester Hour Credits for Certificate						13

Computer-Integrated Machining – Computer Numerical Controlled Certificate – C50210B

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
MAC 124	CNC Milling	1	3	0		2

					2
Other Major Courses					
DFT 119	Basic CAD	1	2	0	2
MAC 121	Introduction to CNC	2	0	0	2
MAC 122	CNC Turning	1	3	0	2
MAC 226	CNC EDM Machining	1	3	0	2
MAC 231	Comp.-Aided Manufact. I	1	4	0	3
					11
Total Semester Hour Credits for Certificate					13

Computer-Integrated Machining – Advanced CNC Certificate C50210C

					Hrs	Work			
					Class	Lab	Clin	Exp	Credits
Other Major Courses									
ISC 112	Industrial Safety	2	0	0					2
MAC 222	Advanced CNC Turning	1	3	0					2
MAC 224	Advanced CNC Milling	1	3	0					2
MAC 234	Adv. Four/Five-Axis Machining	2	3	0					3
MEC 232	Computer Aided Manufacturing II	1	4	0			0		3
									12
Total Semester Hour Credits for Certificate									12

Computer-Integrated Machining – Robotics Machining Certificate – C50210D

					Hrs	Work			
					Class	Lab	Clin	Exp	Credits
Major Core Courses									
MAC 124	CNC Milling	1	3	0					2
									2
Other Major Courses									
ATR 280	Robotics Fundamentals	3	2	0					4
ATR 281	Automation Robotics	3	2	0					4
DFT 119	Basic CAD	1	2	0					2
MAC 122	CNC Turning	1	3	0					2
									12
Total Semester Hour Credits for Certificate									14

Cosmetology – A55140

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 which enables students to develop manipulative skills. Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics. Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 231	Public Speaking	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
COS 113	Cosmetology Concepts II	4	0	0	0	4
COS 114	Salon II	0	24	0	0	8
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
COS 117	Cosmetology Concepts IV	2	0	0	0	2
						34
Other Major Courses						
ART 111	Art Appreciation	3	0	0	0	3
BUS 110	Intro. to Business	3	0	0	0	3
CIS 110	Intro. to Computers	2	2	0	0	3
COS 118	Salon IV	0	21	0	0	7
						16
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						66

Cosmetology Diploma – D55140

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
ENG 111	Writing and Inquiry	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						6
Major Core Courses						
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
COS 113	Cosmetology Concepts II	4	0	0	0	4
COS 114	Salon II	0	24	0	0	8
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
COS 117	Cosmetology Concepts IV	2	0	0	0	2
COS 118	Salon IV	0	21	0	0	7
						41
Total Semester Hour Credits for Diploma						47

Cosmetology Certificate – C55140A

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
COS 113	Cosmetology Concepts II	4	0	0	0	4
COS 114	Salon II	0	24	0	0	8
COS 115	Cosmetology Concepts III	4	0	0	0	4
COS 116	Salon III	0	12	0	0	4
COS 117	Cosmetology Concepts IV	2	0	0	0	2
Total Semester Hour Credits for Certificate						34

Note: Certificate students are encouraged to take COS 118 (Salon IV, 7 hours credit) to receive the needed hours for the state licensure exam.

Cosmetology Certificate – C55140B

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
COS 111	Cosmetology Concepts I	4	0	0	0	4
COS 112	Salon I	0	24	0	0	8
Total Semester Hour Credits for Certificate						12

Criminal Justice Technology – A55180

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

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

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

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 231	Public Speaking	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
HUM/FA	Elective	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
SOC/BEH	Elective	3	0	0	0	3
						18
Major Core Courses						
CJC 111	Introduction to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 212	Ethics & Community Relations	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 231	Constitutional Law	3	0	0	0	3
						22
Other Major Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 122	Community Policing	3	0	0	0	3
CJC 132	Court Procedure & Evidence	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3
CJC 213	Substance Abuse	3	0	0	0	3

CJC 214	Victimology	3	0	0	0	3
	or					
CJC 120	Interviews/Interrogations	1	2	0	0	2
CJC 215	Organization & Administration	3	0	0	0	3
	or					
CJC 225	Crisis Intervention	3	0	0	0	3
CJC 241	Community-Based Corrections	3	0	0	0	3
	or					
CJC 222	Criminalistics	3	0	0	0	3
HEA 112	First Aid & CPR	1	2	0	0	2
SPA 120	Spanish for the Workplace	3	0	0	0	3
						31-32

HUM/FA Elective Courses (Select 1 Course)

HUM 110, HUM 115, HUM 120, HUM 130, HUM 150, HUM 211, HUM 212, PHI 215, PHI 220, PHI 230, PHI 240, REL 110, REL 211, REL 212

SOC/BEH Elective Courses (Select 1 Course)

ANT 210, ANT 220, HIS 111, HIS 112, HIS 212, HIS 122, HIS 131, HIS 132, POL 110, POL 120, POL 220, PSY 150, PSY 239, PSY 241, PSY 281, SOC 210, SOC 213, SOC 220, SOC 240

Other Required Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1

Total Semester Hour Credits for AAS Degree **72-73**

Criminal Justice Technology/Latent Evidence Concentration – A5518A

Latent Evidence is a concentration under the curriculum of Criminal Justice Technology. This curriculum is designed to provide knowledge of latent evidence systems and operations. Study will focus on local, state, and federal law enforcement, evidence processing and procedures. Students will learn both theory and hands-on analysis of latent evidence. They will learn fingerprint classification, identification, and chemical development. Students will record, cast, and recognize footwear and tire-tracks; and process crime scenes. Issues and concepts of communications and the use of computers and computer assisted design programs in crime scene technology will be discussed.

Graduates should qualify for employment in a variety of criminal justice organizations especially those in local, state, and federal law enforcement, and correctional agencies.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 231	Public Speaking	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM/FA	Elective	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
SOC/BEH	Elective	3	0	0	0	3
						15

Major Core Courses

CJC 111	Introduction to Criminal Justice	3	0	0	0	3
CJC 112	Criminology	3	0	0	0	3
CJC 113	Juvenile Justice	3	0	0	0	3
CJC 131	Criminal Law	3	0	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	0	3
CJC 221	Investigative Principles	3	2	0	0	4
CJC 231	Constitutional Law	3	0	0	0	3
						22

Other Major Courses

CJC 114	Investigative Photography	1	2	0	0	2
CJC 132	Court Procedure and Evidence	3	0	0	0	3
CJC 144	Crime Scene Processing	2	3	0	0	3
CJC 145	Crime Scene CAD	2	3	0	0	3
CJC 146	Trace Evidence	2	3	0	0	3
CJC 214	Victimology	3	0	0	0	3
CJC 222	Criminalistics	3	0	0	0	3
CJC 245	Friction Ridge Analysis	2	3	0	0	3
CJC 246	Adv. Friction Analysis	2	3	0	0	3
CJC 250	Forensic Chemistry	2	2	0	0	3
						29

HUM/FA Elective Courses (Select 1 Course)

HUM 110, HUM 115, HUM 120, HUM 130, HUM 150, HUM 211, HUM 212, PHI 215, PHI 220, PHI 230, PHI 240, REL 110, REL 211, REL 212

SOC/BEH Elective Courses (Select 1 Course)

ANT 210, ANT 220, HIS 111, HIS 112, HIS 212, HIS 122, HIS 131, HIS 132, POL 110, POL 120, POL 220, PSY 150, PSY 239, PSY 241, PSY 281, SOC 210, SOC 213, SOC 220, SOC 240

Other Required Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						67

Culinary Arts – A55150

The Culinary Arts curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of food service settings including full service restaurants, hotels, resorts, clubs, catering operations, contract food service, and health care facilities.

Students will be provided theoretical knowledge/practical application 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.

Note: Students must pass CUL 110 with a grade of C or better and must pass the ServSafe Food Safety exam with a 75% or better during the course in order to receive credit toward graduation and satisfy the CUL 110 prerequisite for culinary courses.

All CUL prefixed courses must be passed with a grade of 'C' or better in order to progress to a subsequent course and fulfill graduation requirements.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM/FA	Humanities/Fine Arts Elective	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
CUL 110	Sanitation and Safety	2	0	0	0	2
CUL 112	Nutrition for Food Service	3	0	0	0	3
CUL 120	Purchasing	2	0	0	0	2
CUL 135	Food and Beverage Service	2	0	0	0	2
CUL 140	Culinary Skills I	2	6	0	0	5
CUL 160	Baking I	1	4	0	0	3
CUL 170	Garde Manger I	1	4	0	0	3
CUL 240	Culinary Skills II	1	8	0	0	5
HRM 245	Human Resource Management - Hospitality	3	0	0	0	3

Curriculum Programs

WBL 131	Work Based Learning III	0	0	0	10	1
WBL 211	Work Based Learning IV	0	0	0	10	1
						30
Other Major Courses						
CUL 120A	Purchasing Lab	0	2	0	0	1
CUL 130	Menu Design	2	0	0	0	2
CUL 135A	Food and Beverage Service Lab	0	2	0	0	1
CUL 230	Global Cuisines	1	8	0	0	5
CUL 250	Classical Cuisine	1	8	0	0	5
CUL 260	Baking II	1	4	0	0	3
CUL 270	Garde Manger II	1	4	0	0	3
HRM 110	Introduction to Hospitality & Tourism	3	0	0	0	3
HRM 220	Cost Control - Food & Beverage	3	0	0	0	3
						26
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
CIS 110	Introduction to Computers	2	2	0	0	3
	or					
HOR 245	Horticulture Specialty Crops	2	2	0	0	3
						4
Total Semester Hour Credits for AAS Degree						75

Early Childhood Education – A55220

The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood 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 parents 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.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						18
Major Core Courses						
EDU 119	Intro. to Early Childhood Education	4	0	0	0	4
EDU 131	Child, Family, & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 151	Creative Activities	3	0	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 234	Infants, Toddlers and Twos	3	0	0	0	3
EDU 271	Educational Technology	2	2	0	0	3
EDU 280	Language & Literacy Experiences	3	0	0	0	3
EDU 284	Early Childhood Capstone Practicum	1	9	0	0	4
						35
Other Major Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
EDU 184	Early Childhood Introduction Practicum	1	3	0	0	2

Curriculum Programs

EDU 259	Curriculum Planning	3	0	0	0	3
EDU 261	Early Childhood Administration I	3	0	0	0	3
	or					
EDU 118	Principles & Practices of Instr. Asst.	3	0	0	0	3
	or					
EDU 222	Learners with Behavior Disorders	3	0	0	0	3
	or					
EDU 248	Developmental Delays	3	0	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	0	3
	or					
EDU 222	Learners with Behavior Disorders	3	0	0	0	3
	or					
EDU 248	Developmental Delays	3	0	0	0	3
	or					
EDU 251	Exploration Activities	3	0	0	0	3
EDU 282	Early Childhood Literature	3	0	0	0	3
						20

Other Requires Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1

Total Semester Hour Credits for AAS Degree 74

ECE - Early Childhood Certificate – C55220

		Class	Lab	Hrs Clin	Work Exp	Credits
EDU 119	Intro. to Early Childhood Education	4	0	0	0	4
EDU 131	Child, Family and Community	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 259	Curriculum Planning	3	0	0	0	3
EDU 282	Early Childhood Literature	3	0	0	0	3

Total Semester Hour Credits for Certificate 16

ECE - Special Education Certificate – C55220A

		Class	Lab	Hrs Clin	Work Exp	Credits
EDU 144	Child Development	3	0	0	0	3
EDU 145	Child Development	3	0	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	0	3
EDU 222	Learners with Behavior Disorders	3	0	0	0	3
EDU 248	Developmental Delays	3	0	0	0	3

Total Semester Hour Credits for Certificate 15

ECE - Teacher Associate Certificate – C55220B

				Hrs	Work	
		Class	Lab	Clin	Exp	Credits
EDU 131	Child, Family & Community	3	0	0	0	3
EDU 144	Child Development I	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 222	Learners with Behavior Disorders	3	0	0	0	3
EDU 271	Educational Technology	2	2	0	0	3
Total Semester Hour Credits for Certificate						18

ECE - Early Childhood Administration Certificate – C55220G

				Hrs	Work	
		Class	Lab	Clin	Exp	Credits
EDU 119	Intro. to Early Childhood Education	4	0	0	0	4
EDU 131	Child, Family and Community	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 261	Early Childhood Administration I	3	0	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	0	3
Total Semester Hour Credits for Certificate						16

ECE - Infant Toddler Certificate – C55220H

				Hrs	Work	
		Class	Lab	Clin	Exp	Credits
EDU 119	Intro. to Early Childhood Education	4	0	0	0	4
EDU 131	Child, Family and Community	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	0	3
Total Semester Hour Credits for Certificate						13

ECE - School-Age Certificate – C55220I

		Class	Lab	Hrs Clin	Work Exp	Credits
EDU 119	Intro. to Early Childhood Education	4	0	0	0	4
EDU 131	Child, Family and Community	3	0	0	0	3
EDU 145	Child Development II	3	0	0	0	3
EDU 146	Child Guidance	3	0	0	0	3
EDU 282	Early Childhood Literature	3	0	0	0	3
Total Semester Hour Credits for Certificate						16

Electric Line Construction Technology – A35230

The Electric Line Construction curriculum prepares individuals for line construction in the preparation and repair of rural electrical utility service. Students will combine electrical theory with laboratory and practical applications in the course of study.

Students will be expected to master competencies such as those included in elements of electricity; overhead pole and electrical line construction, safety codes and applications, electric power system, transformer and meter installations, and exploration of underground electrical distribution.

Upon successful completion of the program, individuals will receive the Associate in Applied Science degree and will possess the necessary skills for employment in the dynamic electrical utility field.

Entry into the program restricted by employment requirement.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication or	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM/FA	Humanities/Fine Arts Core Elective	3	0	0	0	3
MAT 121	Algebra/Trigonometry I or	2	2	0	0	3
MAT 171	Precalculus Algebra	3	2	0	0	4
SOC/BEH	Social Behavioral Sci. Core Elective	3	0	0	0	3
						15-16
Major Core Courses						
ELC 111	Introduction to Electricity	2	2	0	0	3
ELC 231	Electric Power Systems	3	2	0	0	4
ELC 233	Energy Management	2	2	0	0	3
ELT 111	Intro. to Electric Line Construction	2	0	0	0	2
ELT 112	National Electrical Safety Code	2	2	0	0	3
ELT 114	Overhead Line Construction I	2	0	0	0	2
ELT 115	Overhead Line Construction II	2	0	0	0	2
ELT 116	Overhead Line Construction III	2	0	0	0	2
ELT 117	Overhead Line Construction IV	2	0	0	0	2
ELT 211	Underground Line Construction I	2	0	0	0	2
ELT 212	Underground Line Construction II	2	0	0	0	2
ELT 221	Advanced Line Construction	2	0	0	0	2
						29

Other Major Courses

CIS 110	Introduction to Computers	2	2	0	0	3
WBL124	Work Based Learning II	0	0	0	40	4
WBL 134	Work Based Learning III	0	0	0	40	4
ELC 126	Electrical Computations	2	2	0	0	3
ELT 111A	Intro. to Electric Line Construction Lab	2	0	0	0	2
HEA 112	First Aid and CPR	1	2	0	0	2
						18

Other Required Courses

WBL114	Work Based Learning I	0	0	0	40	4
						4

Total Semester Hour Credits for AAS Degree**66-67****Electric Line Construction Technology Diploma – D35230**

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
ENG 111	Writing and Inquiry	3	0	0	0	3
MAT110	Mathematical Measurement	2	2	0	0	3
or						
MAT 121	Algebra/Trigonometry I	2	2	0	0	3
						6

Major Core Courses

ELC 111	Introduction to Electricity	2	2	0	0	3
ELC 126	Electrical Computations	2	2	0	0	3
ELC 231	Electrical Power Systems	3	2	0	0	4
ELC 233	Energy Management	2	2	0	0	3
ELT 111	Intro. to Electric Line Construction	2	0	0	0	2
ELT 114	Overhead Line Construction I	2	0	0	0	2
ELT 211	Underground Line Construction I	2	0	0	0	2
						19

Other Major Courses

CIS 110	Introduction to Computers	2	2	0	0	3
ELC 126	Electrical Computations	2	2	0	0	3
ELT 111A	Intro. to Electric Line Construction Lab	0	6	0	0	2
HEA 112	First Aid & Life Saving	1	2	0	0	2
						10

Other Required Courses

WBL114	Work Based Learning I	0	0	0	40	4
						4

Total Semester Hour Credits for Diploma**39**

Electric Line Construction Technology Certificate – C35230A Advanced

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
ELT 111	Intro. to Electric Line Construction	2	0	0	0	2
ELT 112	National Electrical Safety Code	2	2	0	0	3
ELT 114	Overhead Line Construction I	2	0	0	0	2
ELT 115	Overhead Line Construction II	2	0	0	0	2
ELT 116	Overhead Line Construction III	2	0	0	0	2
ELT 117	Overhead Line Construction IV	2	0	0	0	2
ELT 211	Underground Line Construction I	2	0	0	0	2
ELT 212	Underground Line Construction II	2	0	0	0	2
Total Semester Hour Credits for Certificate						17

Electric Line Construction Technology Certificate – C35230B Third Class

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
ELC 111	Introduction to Electricity	2	2	0	0	3
ELT 111	Intro. to Electric Line Construction	2	0	0	0	2
ELT 114	Overhead Line Construction. I	2	0	0	0	2
ELT 211	Underground Line Construction I	2	0	0	0	2
						9
Other Major Courses						
ELC 126	Electrical Computations	2	2	0	0	3
ELT 111A	Intro. to Electric Line Construction Lab	0	6	0	0	2
HEA 112	First Aid and CPR	1	2	0	0	2
						7
Total Semester Hour Credits for Certificate						16

Students will have the opportunity to earn their Class A CDL license through the Continuing Education Department.

Electrical Systems Technology – A35130

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

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

		Class	Lab	Clin / Exp	Credits
General Education Courses					
COM 110	Introduction to Communication	3	0	0	3
	or				
COM 231	Public Speaking	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
	Humanities/Fine Arts Core Elective	3	0	0	3
MAT 121	Algebra/Trigonometry 1	2	2	0	3
	or				
MAT 171	Precalculus Algebra	3	2	0	4
	Social/Behavioral Science Core Elective	3	0	0	3
					15-16
Technical Core Courses					
ELC 113	Residential Wiring	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
ELC 131	Circuit Analysis I	3	3	0	4
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELN 260	Pro Logic Controllers	3	3	0	4
					17
Required Subject Area Courses					
ELC 115	Industrial Wiring	2	6	0	4
ELC 228	PLC Applications	2	6	0	4
ELC 213	Instrumentation	3	2	0	4
					12
Other Major Courses					
ATR 280	Robotic Fundamentals	3	2	0	4
ATR 281	Automation Robotics	3	2	0	4
EGR 125	Appl Software for Tech	1	2	0	2
ELN 235	Data Communication Systems	3	3	0	4
ELN 229	Industrial Electronics	3	3	0	4
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2

PCI 264	Process Control with PLCs	3	3	0	4
					35
Other Required Courses					
ACA 115	Success and Study Skills	0	2	0	1
					1
Total Hours for Graduation					72-73

Electrical Systems Technology Diploma – D35130

		Class	Lab	Clin / Exp	Credits
General Education					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 121	Algebra/Trigonometry I or	2	2	0	3
MAT 171	Precalculus Algebra	3	2	0	4
					6-7
Technical Core Courses					
ELC 113	Residential Wiring	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
ELC 131	Circuit Analysis I	3	3	0	4
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELN 260	Pro Logic Controllers	3	3	0	4
					17
Required Subject Area Courses					
ELC 115	Industrial Wiring	2	6	0	4
ELC 213	Instrumentation	3	2	0	4
					8
Other Major Courses					
ELN 229	Industrial Electronics	3	3	0	4
EGR 125	Appl Software for Tech	1	2	0	2
ISC 112	Industrial Safety	2	0	0	2
					8
Total Hours for Graduation					39-40

Electrical Systems Technology - Electrical Wiring Certificate – C35130A

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
ELC 113	Basic Wiring I	2	6	0	4
ELC 131	Circuit Analysis I	3	3	0	4
ELC 131A	Circuit Analysis I Lab	0	3	0	1
					9
Required Subject Area Courses					
ELC 115	Industrial Wiring	2	6	0	4
					4
Total Hours for Graduation					13

Electrical Systems Technology - Electrical Controls Certificate – C35130B

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
ELC 117	Motors and Controls	2	6	0	4
ELC 131	Circuit Analysis I	3	3	0	4
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELN 260	Prog Logic Controllers	3	3	0	4
					13
Total Hours for Graduation					13

Electrical Systems Technology - PLC Controls Certificate – C35130C

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
ELN 260	Prog. Logic Controllers	3	3	0	4
					4
Required Subject Area Courses					
ELC 228	PLC Applications	2	6	0	4
					4
Other Major Courses					
PCI 264	Process Control with PLCs	3	3	0	4
					4
Total Hours for Graduation					12

Electrical Systems Technology - Industrial Robotics Certificate – C35130D

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
ELN 260	Prog Logic Controllers	3	3	0	4
					4
Other Major Courses					
ATR 280	Robotic Fundamentals	3	2	0	4
ATR 281	Automation Robotics	3	2	0	4
ISC 112	Industrial Safety	2	0	0	2
					10
Total Hours for Graduation					14

Electrical Systems Technology - Instrumentation Certificate – C35130E

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
ELC 131	Circuit Analysis I	3	3	0	4
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELN 260	Prog Logic Controllers	3	3	0	4
					9
Required Subject Area Course					
ELC 213	Instrumentation	3	2	0	4
					4
Other Major Courses					
ELN 229	Industrial Electronics	3	3	0	4
					4
Total Hours for Graduation					17

Electronics Engineering Technology – A40200

A course of study that prepares the students to apply basic engineering principles and technical skills 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. Includes instruction in mathematics, basic electricity, solid-state fundamentals, digital concepts, and microprocessors or programmable logic controllers. Graduates should qualify for employment as electronics engineering technician, field service technician, instrumentation technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

		Class	Lab	Clin / Exp	Credits
General Education					
COM 110	Intro. to Communication Or	3	0	0	3
COM 231	Public Speaking	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
ENG 114	Prof. Research and Reporting	3	0	0	3
HUM/FA	Humanities/Fine Arts Core Elect.	3	0	0	3
MAT 121	Algebra/Trigonometry I Or	2	2	0	3
MAT 171	Precalculus Algebra	3	2	0	4
SOC/BEH	Social/Behavioral Sci. Core Elect.	3	0	0	3
					18-19
Technical Core Courses					
ELC 131	Circuit Analysis I	3	3	0	4
ELN 131	Analog Electronics I	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
					12
Program Major Courses					
ELN 132	Analog Electronics II	3	3	0	4
ELN 232	Intro. to Microprocessors	3	3	0	4
ELN 260	Prog Logic Controllers	3	3	0	4
					12
Other Major Courses					
ATR 280	Robotic Fundamentals	3	2	0	4
CET 111	Computer Upgrade/Repair I	2	3	0	3
CSC 151	Java Programming	2	3	0	3
EGR 125	Appl Software for Tech	1	2	0	2
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELC 213	Instrumentation	3	2	0	4
ELN 235	Data Communication Sys.	3	3	0	4
ELN 236	Fiber Optics & Lasers	3	2	0	4
ELN 275	Troubleshooting	1	3	0	2

MAT 122	Algebra/Trigonometry II or	2	2	0	3
MAT 172	Precalculus Trigonometry	3	2	0	4
					30-31
Other Required Courses					
ACA 115	Success and Study Skills	0	2	0	1
					1
Total Hours for Graduation					73-75

Electronics Engineering Technology Diploma – D40200

		Class	Lab	Clin / Exp	Credits
General Education					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 121	Algebra/Trigonometry I or	2	2	0	3
MAT 171	Precalculus Algebra	3	2	0	4
					6-7
Technical Core Courses					
ELC 131	Circuit Analysis I	3	3	0	4
ELN 131	Analog Electronics I	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
					12
Program Major Courses					
ELN 132	Linear IC Applications	3	3	0	4
ELN 232	Introduction to Microprocessors	3	3	0	4
ELN 260	Prog. Logic Controllers	3	3	0	4
					12
Other Major Courses					
EGR 125	Appl Software for Tech	1	2	0	2
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ATR 280	Robotic Fundamentals or	3	2	0	4
CET 111	Computer Upgrade/Repair I	2	3	0	3
ELN 235	Data Communication Sys	3	3	0	4
ELN 236	Fiber Optics & Lasers	3	2	0	4
ELN 275	Troubleshooting	1	3	0	2
					18-19
Total Hours for Graduation					46-48

Electronics Engineering Technology - Basic Electronics Certificate – C40200A

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
ELC 131	Circuit Analysis I	3	3	0	4
ELN 131	Analog Electronics I	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
					12
Program Major Courses					
ELC 131A	Circuit Analysis I Lab	0	3	0	1
ELN 232	Intro. to Microprocessors	3	3	0	4
					5
Total Hours for Graduation					17

Emergency Management – A55460

The Emergency Preparedness Technology 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 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.

This two-year degree program is designed for a student to work full-time in the public services field and attend school full-time on off-duty days. Nash Community College accomplishes this by offering program classes on a flip-flop or distance education delivery.

All EPT and FIP prefixed courses must be passed with a grade of “C” or better in order to progress to a subsequent course and fulfill graduation requirements.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
SOC/BEH	Social/Behavioral Sci. Core Elective	3	0	0	0	3

18

Major Core Courses

EPT 120	Sociology of Disaster	3	0	0	0	3
EPT 130	Mitigation & Preparedness	3	0	0	0	3
EPT 140	Emergency Management	3	0	0	0	3
EPT 150	Incident Management	2	2	0	0	3
EPT 210	Response & Recovery	3	0	0	0	3
EPT 220	Terrorism and Emergency Mgmt	3	0	0	0	3
EPT 275	Emergency Ops. Center Mgmt	3	0	0	0	3
FIP 152	Fire Protection Law	3	0	0	0	3

FIP 228	Local Government Finance	3	0	0	0	3
						27

Other Major Courses

BUS 110	Introduction to Business	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
FIP 120	Introduction to Fire Protection	3	0	0	0	3
FIP 124	Fire Protection & Public Education	3	0	0	0	3
FIP 132	Building Construction	3	0	0	0	3
FIP 136	Inspections and Codes	3	0	0	0	3
FIP 176	Hazardous Material Operation or	4	0	0	0	4
FIP 220	Fire Fighting Strategies	3	0	0	0	3
FIP 240	Fire Service Supervision	3	0	0	0	3
HEA 110	Personal Health and Wellness	3	0	0	0	3
						24-25

Other Major Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1

Total Semester Hour Credits for AAS Degree **70-71**

Foodservice Technology – D55250

The Foodservice Technology diploma curriculum is designed to introduce students to the foodservice industry and prepare them for entry-level positions in industrial, institutional or commercial production foodservice operations.

Courses include sanitation, basic and intermediate foodservice production skills, baking, menus, purchasing and basic cost control.

Graduates should qualify for employment as line cooks, prep cooks, or bakers in production food-service settings or entry-level kitchen management in an institutional foodservice setting.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
						6
Major Core Courses						
CUL 110	Sanitation and Safety	2	0	0		2
CUL 120	Purchasing	2	0	0		2
CUL 130	Menu Design	2	0	0		2
CUL 140	Culinary Skills I	2	6	0		5
CUL 160	Baking I	1	4	0		3
CUL 170	Garde Manger I	1	4	0		3
CUL 240	Culinary Skills II	1	8	0		5
CUL 260	Baking II	1	4	0		3
HRM 110	Introduction to Hospitality & Tourism	3	0	0		3
HRM 220	Cost Control – Food and Beverage	3	0	0		3
						31
Other Major Courses						
CUL 120A	Purchasing Lab	0	2	0		1
HRM 245	Human Resource Mgmt.-Hospitality	3	0	0		3
						4
Total Semester Hour Credits for Diploma						41

General Occupational Technology – A55280

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

The curriculum content will be individualized for students according to their occupational interests and needs. A program of study for each student will be selected from associate degree level courses offered by the College.

Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry level employment opportunities.

General Education

Students must take a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, natural sciences/mathematics, and a minimum of 6 semester hours of communications.

Major Courses

Select 18 SHC from a combination of core courses for curriculums approved to be offered by the College. Select from prefixes for major courses for curriculums approved to be offered by the College

Minimum General Education Hours	15
Minimum Major Course Hours	49
Total Semester Hour Credits for AAS Degree	64-76

A student may elect to take up to 8 semester credit hours of Co-op education with advisor approval.

Global Logistics and Distribution Management Technology - A25610

The Global Logistics and Distribution Management Technology curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, warehousing, supply chain, and manufacturing organizations.

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, purchasing, computerization, supply chain operations, and federal transportation and OSHA regulations are emphasized.

Graduates should qualify for positions in a wide range of logistics-related positions in government agencies, manufacturing, and service organizations. Employment opportunities include entry-level purchasing, material management, warehousing, inventory, transportation, international freight, and professional credentials through APICS, AST&L, CSCMP, and ISM.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	0	3
	or					
ECO 252	Principles of Macroeconomics	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
	or					
MAT 171	Precalculus Algebra	3	2	0	0	4
						18

Major Core Courses

BUS 115	Business Law I	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3
LOG 110	Introduction to Logistics	3	0	0	0	3
MKT 120	Principles of Marketing	3	0	0	0	3
						15

Global Logistics Technology Track

INT 110	International Business	3	0	0	0	3
LOG 125	Transportation Logistics	3	0	0	0	3
LOG 215	Supply Chain Management	3	0	0	0	3

LOG 235	Import/Export Management	3	0	0	0	3
LOG 240	Purchasing Logistics	3	0	0	0	3
LOG 250	Advanced Global Logistics	3	2	0	0	4
						19

Other Major Courses

ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 110	Introduction to Business	3	0	0	0	3
CTS 130	Spreadsheets	2	2	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
LOG 211	Distribution Management	3	0	0	0	3

Major Elective (Select 2 Courses):

ACC 121, BUS 225, BUS 240, LOG 225, SPA 120	6-7
	22-23

Other Required Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1

Total Semester Hour Credits for AAS Degree 75-76**Global Logistics Certificate - C25170**

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
LOG 110	Introduction to Logistics	3	0	0	0	3
LOG 125	Transportation Logistics	3	0	0	0	3
LOG 215	Supply Chain Management	3	0	0	0	3
LOG 235	Import/Export Management	3	0	0	0	3
LOG 240	Purchasing Logistics	3	0	0	0	3
						15

Healthcare Business Informatics-A25510

The Healthcare Business Informatics curriculum prepares individuals for employment as specialists in installation, data management, data archiving/retrieval, system design and support, and computer training for medical information systems.

Students learn about the field through multidisciplinary coursework including the study of terminology relating to informatics, systems analysis, networking technology, computer/network security, data warehousing, archiving and retrieval of information, and healthcare computer infrastructure support.

Graduates should qualify for employment as database/data warehouse analysts, technical support professionals, informatics technology professionals, systems analysts, networking and security technicians, and computer maintenance professionals in the healthcare field.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
CIS 115	Intro. to Prog & Logic	2	3	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
HBI 110	Issues and Trends in HBI	3	0	0	0	3
HBI 113	Survey of Med Insurance	3	0	0	0	3
HBI 250	Data Mgmt and Utilization	2	2	0	0	3
HMT 110	Intro. to Healthcare Mgmt.	3	0	0	0	3
NET 125	Networking Basics	1	4	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
OST 141	Med Terms I-Med Office	3	0	0	0	3
OST 142	Med Terms II-Med Office	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
SEC 110	Security Concepts	2	2	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
						45
Other Major Courses						
WBL 111	Work Based Learning I	0	0	10	0	1
CTS 220	Adv Hardware/Software Support	2	3	0	0	3
CTS 285	Systems Analysis and Design	3	0	0	0	3

DBA 115	Database Applications	2	2	0	0	3
NET 126	Routing Basics	1	4	0	0	3
						13
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						
						74

Hospitality Management – A25110

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

Course work includes guest services, leadership, management, restaurant operations, lodging operations, marketing, sanitation, food preparation, food and beverage management and other critical areas.

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

Note: Students must pass CUL 110 with a grade of C or better and must pass ServSafe food safety exam with a 75% or better during the course in order to receive credit toward graduation and satisfy the CUL 110 prerequisite for culinary courses.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM/FA	Humanities/Fine Arts Core Elective	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
CUL 110	Sanitation & Safety	2	0	0	0	2
HRM 110	Introduction to Hospitality & Tourism	3	0	0	0	3
HRM 140	Legal Issues - Hospitality	3	0	0	0	3
HRM 220	Cost Control - Food and Beverage	3	0	0	0	3
HRM 240	Marketing for Hospitality	3	0	0	0	3
HRM 245	Human Resource Mgmt. - Hospitality	3	0	0	0	3
HRM 280	Management Problems - Hospitality	3	0	0	0	3
WBL 111	Work Based Learning I	0	0	0	10	1
WBL 121	Work Based Learning II	0	0	0	10	1
						26
Other Major Courses						
BUS 110	Introduction to Business	3	0	0	0	3
CIS 110	Introduction to Computers	2	2	0	0	3

CUL	Culinary Elective	3	0	0	0	3
CUL 130	Menu Design	2	0	0	0	2
CUL 135	Food and Beverage Service	2	0	0	0	2
CUL 135A	Food and Beverage Service Lab	0	2	0	0	1
CUL 140	Culinary Skills I	2	6	0	0	5
HRM 120	Front Office Procedures	3	0	0	0	3
HRM 193	Selected Topics	3	0	0	0	3
HRM 215	Restaurant Management	3	0	0	0	3
HRM 215A	Restaurant Management Lab	0	2	0	0	1
HRM 225	Beverage Management	3	0	0	0	3

32**Other Required Courses**

ACA 115	Success and Study Skills	0	2	0	0	1
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1**Total Semester Hour Credits for AAS Degree****74****Lodging Management Certificate – C25110A**

		Class		Hrs		Work		Credits
			Lab	Clin	Exp			
HRM 110	Introduction to Hospitality & Tourism	3	0	0	0	0	3	3
HRM 120	Front Office Procedures	3	0	0	0	0	3	3
HRM 140	Legal Issues - Hospitality	3	0	0	0	0	3	3
HRM 240	Marketing for Hospitality	3	0	0	0	0	3	3
HRM 245	Human Resource Mgmt. - Hospitality	3	0	0	0	0	3	3

Total Semester Hour Credits for Certificate**15****Restaurant Management Certificate – C25110B**

		Class		Hrs		Work		Credits
			Lab	Clin	Exp			
CUL 110	Sanitation and Safety	2	0	0	0	0	2	2
CUL 135	Food and Beverage Service	2	0	0	0	0	2	2
CUL 135A	Food and Beverage Service Lab	0	2	0	0	0	1	1
HRM 215	Restaurant Management	3	0	0	0	0	3	3
HRM 215A	Restaurant Management Lab	0	2	0	0	0	1	1
HRM 240	Marketing for Hospitality	3	0	0	0	0	3	3

Total Semester Hour Credits for Certificate**12**

Catering Management Certificate – C25110C

		Class		Hrs		Work	Credits
		Class	Lab	Clin	Exp		
CUL 110	Sanitation and Safety	2	0	0	0		2
CUL 130	Menu Design	2	0	0	0		2
CUL 135	Food and Beverage Service	2	0	0	0		2
CUL 135A	Food and Beverage Service Lab	0	2	0	0		1
CUL 140	Culinary Skills I	2	6	0	0		5
HRM 245	Human Resource Mgmt. - Hospitality	3	0	0	0		3
Total Semester Hour Credits for Certificate							15

Certificate programs have been designed for people currently working in the industry to enhance their professional knowledge and earn a certificate in any area of interest within the Hospitality Management Program.

Human Services Technology – A45380

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 110	Introduction to Communication	3	0	0	0	3
	or					
COM 120	Interpersonal Communication	3	0	0	0	3
	or					
COM 231	Public Speaking	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
SOC 213	Sociology of the Family	3	0	0	0	3

15

Major Core Courses

HSE 110	Intro. to Human Services	2	2	0	0	3
HSE 112	Group Process I	2	1	0	0	2
HSE 123	Interviewing Techniques	2	2	0	0	3
HSE 125	Counseling	2	2	0	0	3
HSE 210	Human Services Issues	2	0	0	0	2
HSE 225	Crisis Intervention	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
PSY 241	Developmental Psychology	3	0	0	0	3
SOC 210	Introduction of Sociology	3	0	0	0	3

25

Other Major Courses

CIS 110	Introduction to Computers	2	2	0	0	3
GRO 120	Gerontology	3	0	0	0	3

Curriculum Programs

HEA 110	Personal Health/Wellness	3	0	0	0	3
HSE 220	Case Management	2	2	0	0	3
PSY 281	Abnormal Psychology	3	0	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	0	3
SWK 110	Introduction to Social Work	3	0	0	0	3
SWK 113	Working With Diversity	3	0	0	0	3
						24
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						
						65

Human Services Technology/Gerontology Concentration – A4538B

The Human Services Technology/Gerontology concentration prepares students to specialize in direct service delivery work to older adults and their families. The curriculum provides both theoretical and applied models for understanding issues of aging.

Course work includes physical, psychological, and social aspects of the aging process; as well as health, wellness, nutrition, diet, exercise, and well-being. Fieldwork experiences provide opportunities to work in a variety of public and private agencies.

Graduates should qualify for employment in nursing and rest homes, specialized adult care services, respite services, and other programs servicing older adults and their families. Graduates choosing to continue their education may select from a variety of programs at senior institutions.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
COM 110	Introduction to Communication	3	0	0	0	3
	or					
COM 120	Interpersonal Communication	3	0	0	0	3
	or					
COM 231	Public Speaking	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
SOC 213	Sociology of the Family	3	0	0	0	3
						15
Major Core Courses						
HSE 110	Intro. to Human Services	2	2	0	0	3
HSE 112	Group Process I	2	1	0	0	2
HSE 123	Interviewing Techniques	2	2	0	0	3
HSE 125	Counseling	2	2	0	0	3
HSE 210	Human Services Issues	2	0	0	0	2
HSE 225	Crisis Intervention	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
PSY 241	Developmental Psychology	3	0	0	0	3
SOC 210	Introduction of Sociology	3	0	0	0	3
						25
Other Major Courses						
CIS 110	Introduction to Computers	2	0	0	0	3
GRO 120	Gerontology	3	0	0	0	3
GRO 220	Psychosocial Aspects of Aging	3	0	0	0	3

Curriculum Programs

GRO 230	Health, Wellness, Nutrition	3	2	0	0	4
HSE 220	Case Management	2	2	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	0	3
SWK 110	Introduction to Social Work	3	0	0	0	3
SWK 113	Working With Diversity	3	0	0	0	3
WBL 111	Work Based Learning I	1	0	0	0	1
WBL 115	Work Based Learning Seminar I	1	0	0	0	1
						27
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						68

Industrial Systems Technology – A50240

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skill as life-long learners.

		Class	Lab	Clin / Exp	Credits
General Education					
COM 110	Introduction to Communication or	3	0	0 0	3
COM 231	Public Speaking	3	0	0 0	3
ENG 111	Writing and Inquiry	3	0	0 0	3
HUM/FA	Humanities/Fine Arts Core Elective	3	0	0 0	3
MAT 121	Algebra/Trigonometry I or	2	2	0 0	3
MAT 171	Precalculus Algebra	3	2	0 0	4
SOC/BEH	Social/Behavioral Sci. Core Elective	3	0	0 0	3
					15-16
Technical Core Courses					
BPR 111	Print Reading	1	2	0 0	2
ELC 111	Intro to Electricity or	2	2	0 0	3
ELC 131	Circuit Analysis I	3	3	0 0	4
HYD 110	Hydraulics/Pneumatics	2	3	0 0	3
ISC 112	Industrial Safety	2	0	0 0	2
MAC 141	Machining Applications I	2	6	0 0	4
MNT 110	Intro to Maint Procedures	1	3	0 0	2
WLD 112	Basic Welding Processes	1	3	0 0	2
					18-19
Required Subject Area Courses					
ELC 113	Residential Wiring	2	6	0 0	4
ELC 117	Motors & Controls	2	6	0 0	4
ELC 115	Industrial Wiring	2	6	0 0	4

Other Major Courses

AHR 110	Introduction to Refrigeration	2	6	0	0	5
AHR 112	Heating Technology	2	4	0	0	4
ATR 280	Robotic Fundamentals	3	2	0	0	4
DFT 151	CAD I	2	3	0	0	3
EGR 125	Appl Software for Tech	1	2	0	0	2
ELN 260	Prog Logic Controllers	3	3	0	0	4
						22

Other Major Elective Courses (Select 4 hours from the following courses)

ATR 281	Automation Robotics	3	2	0	0	4
ELC 131A	Circuit Analysis I Lab	0	3	0	0	1
ELC 228	PLC Applications	2	6	0	0	4
MAC 121	Intro. to CNC	2	0	0	0	2
MAC 141A	Machining Applications Lab	0	6	0	0	2
						4-5

Other Required Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1

Total Hours for Graduation**72-75****Industrial Systems Technology Diploma – D50240**

		Class	Lab	Clin / Exp	Credits
General Education					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 110	Mathematical Measurement	2	2	0	3
	or				
MAT 121	Algebra/Trigonometry I	2	2	0	3
6					
Major Core Courses					
BPR 111	Blueprint Reading	1	2	0	2
ELC 111	Intro. to Electricity	2	2	0	3
	or				
ELC 131	Circuit Analysis I	3	3	0	4
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2
MAC 141	Machining Applications I	2	6	0	4
MNT 110	Intro. to Maint. Procedures	1	3	0	2

WLD 112	Basic Welding Processes	1	3	0	2
					18-19
Other Major Courses (Choose 12-14 hours from the following courses:)					
AHR 110	Intro. to Refrigeration	2	6	0	5
AHR 112	Heating Technology	2	4	0	4
ATR 280	Robotic Fundamentals	3	2	0	4
DFT 151	CAD I	2	3	0	3
EGR 125	Appl Software for Tech	1	2	0	2
ELC 113	Residential Wiring	2	6	0	4
ELC 115	Industrial Wiring	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
ELC 131A	DC/AC Circuit Analysis Lab	0	3	0	1
ELN 260	Prog Logic Controllers	3	3	0	4
					12-14
Total Hours for Graduation					36-40

Industrial Systems Technology - HVAC Certificate – C50240A

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
MNT 110	Intro. to Maint. Procedures	1	3	0	2
					2
Required Subject Area Courses					
ELC 113	Residential Wiring	2	6	0	4
					4
Other Major Courses					
AHR 110	Intro. to Refrigeration	2	6	0	5
AHR 112	Heating Technology	2	4	0	4
					9
Total Hours for Graduation					15

Industrial Systems Technology - Mechanical Certificate – C50240B

		Class	Lab	Clin / Exp	Credits
Technical Core Courses					
BPR 111	Blueprint Reading	1	2	0	2
HYD 110	Hydraulic/Pneumatics I	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2
MAC 141	Machining Applications I	2	6	0	4
MNT 110	Intro. to Maint. Procedures	1	3	0	2
WLD 112	Basic Welding Processes	1	3	0	2
Total Hours for Graduation					15

Information Systems Security– A25270

Information Systems Security covers a broad expanse of technology concepts. This curriculum provides individuals with the skills required to implement effective and comprehensive information security controls.

Course work includes networking technologies, operating systems administration, information policy, intrusion detection, security administration, and industry best practices to protect data communications.

Graduates should be prepared for employment as security administrators. Additionally, they will acquire the skills that allow them to pursue security and networking certifications.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communications	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3

15

Major Core Courses

CIS 110	Introduction to Computers	2	2	0	0	3
CIS 115	Intra. to Programming and Logic	2	3	0	0	3
CTS 115	Info Systems Business Concepts	3	0	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
NET 125	Networking Basics	1	4	0	0	3
NET 126	Routing Basics	1	4	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
SEC 110	Security Concepts	2	2	0	0	3
SEC 150	Secure Communications	2	2	0	0	3
SEC 160	Secure Admin I	2	2	0	0	3
SEC 210	Intrusion Detection	2	2	0	0	3
SEC 220	Defense-in-Depth	2	2	0	0	3
SEC 289	Security Capstone Project	1	4	0	0	3

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Other Major Courses

CTS 120	Hardware/Software Support	2	3	0	0	3
NET 225	Routing and Switching I	1	4	0	0	3
NET 226	Routing and Switching II	1	4	0	0	3
NOS 120	Linux/UNIX Single User	2	2	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3

WBL 111	Work-Based Learning I	0	0	0	10	1
						16
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for Diploma						74

Vendor Certifications:

To prepare for the MOS (Microsoft Office Specialist – Access) Certification, take the following course:

- DBA 110 Database Concepts

To prepare for the CompTIA A+ Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- CTS 120 Hardware / Software Support
- CTS 220 Advanced Hardware / Software Support

To prepare for the MCTS (Microsoft Certified Technology Specialist) – Windows Client, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User

To prepare for the MCSA (Microsoft Certified Solutions Associate) – Windows Server Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User
- NOS 230 Windows Admin I

To prepare for the MCSA (Microsoft Certified Solutions Associate) – Windows Server R2 Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User
- NOS 230 Windows Admin I
- NOS 231 Windows Admin II

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o prepare for the CCNA (Certified Cisco Network Associate) Certification, take the following courses:

- NET 125 Networking Basics
- NET 126 Routing Basics
- NET 225 Routing and Switching I
- NET 226 Routing and Switching II

To prepare for the CEH (Certified Ethical Hacker) Exam take the following courses:

- SEC 110 Security Concepts 1
- SEC 150 Secure Communications
- SEC 160 Security Admin I
- SEC 210 Intrusion Detection
- SEC 220 Defense-in-Depth

Medical Assisting – A45400

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, medical transcription, 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 Assistant's Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

Only letter grades of "C" or higher in non-medical assisting courses and medical assisting (MED) courses with a numerical grade of "77" or higher will count toward completion of the Medical Assisting degree or diploma.

		Class	Lab	Clin / Exp	Credits
General Education Courses					
COM 110	Intro. to Communications	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HUM/FA	Humanities/Fine Arts Core Elective	3	0	0	3
MAT 110	Mathematical Measurements & Inquiry	2	2	0	3
PSY 150	General Psychology	3	0	0	3
					15
Major Core Courses					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
MED 110	Orientation to Medical Assisting	1	0	0	1
MED 130	Administrative Office Procedures I	1	2	0	2
MED 131	Administrative Office Procedures II	1	2	0	2
MED 140	Exam Room Procedures I	3	4	0	5
MED 150	Laboratory Procedures I	3	4	0	5
MED 260	MED Clinical Practicum	0	0	15	5
OST 141	Med Terms I – Medical Office	3	0	0	3
OST 142	Med Terms II – Medical Office	3	0	0	3
OST 149	Medical Legal Issues	3	0	0	3
					34
Other Major Courses					
CIS 110	Introduction to Computers	2	2	0	3
MED 240	Exam Room Procedures II	3	4	0	5
MED 262	Clinical Perspectives	1	0	0	1

MED 270	Symptomatology	2	2	0	3
MED 272	Drug Therapy	3	0	0	3
MED 274	Diet Therapy/Nutrition	3	0	0	3
	or				
OST 247	Procedure Coding and	1	2	0	2
OST 248	Diagnostic Coding	1	2	0	2
OST 148	Medical Coding, Billing, & Insurance	3	0	0	3
					21-22

Other Required Courses

ACA 115	Success & Study Skills	0	2	0	1
					1

Total Semester Hour Credits for AAS Degree **71-72**

Medical Assisting Diploma – D45400

		Class	Lab	Clin / Exp	Credits
General Education Courses					
ENG 111	Writing and Inquiry	3	0	0	3
PSY 150	General Psychology	3	0	0	3
					6
Major Core Courses					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
MED 110	Orientation to Medical Ass	1	0	0	1
MED 130	Administrative Office Procedures I	1	2	0	2
MED 131	Administrative Office Procedures II	1	2	0	2
MED 140	Exam Room Procedures I	3	4	0	5
MED 150	Laboratory Procedures I	3	4	0	5
MED 260	MED Clinical Practicum	0	0	15	5
OST 141	Med Terms I – Medical Office	3	0	0	3
OST 142	Med Terms II – Medical Office	3	0	0	3
OST 149	Medical Legal Issues	3	0	0	3
					34
Other Major Courses					
CIS 110	Introduction to Computers	2	2	0	3
MED 262	Clinical Perspectives	1	0	0	1
					4
Other Required Courses					
ACA 115	Success & Study Skills	0	2	0	1
					1
Total Semester Hour Credits for Diploma					45

Medical Office Administration – A25310

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

Course work would 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 healthcare related organizations.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking Skills	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
OST 132	Keyboard Skill Building	1	2	0	0	2
OST 136	Word Processing	2	2	0	0	3
OST 141	Medical Terms I-Medical Office	3	0	0	0	3
OST 142	Medical Terms II-Medical Office	3	0	0	0	3
OST 148	Medical Coding Billing & Insurance	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
OST 243	Med Office Simulation	2	2	0	0	3
OST 289	Administrative Office Management	2	2	0	0	3
						29
Other Major Courses						
BIO 161	Introduction to Human Biology	3	0	0	0	3
WBL 111	Work Based Learning I	0	0	0	10	1
OST 134	Text Entry & Formatting	2	2	0	0	3
OST184	Records Management	2	2	0	0	3
OST 241	Medical Transcription I	1	2	0	0	2
OST 244	Medical Document Production	1	2	0	0	2
OST 247	Procedural Coding	1	2	0	0	2
OST 248	Diagnostic Coding	1	2	0	0	2

DBA 110	Database Concepts	2	3	0	0	3
OST 286	Professional Development	3	0	0	0	3
SPA 120	Spanish for the Workplace	3	0	0	0	3
OST 249	CPC Certification	3	2	0	0	4
	or					
MKT 223	Customer Service	3	0	0	0	3
						30-31
Other Required Courses						
ACA 115	Success & Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						75-76

Medical Office Administration Certificate – C25310A

		Class	Lab	Hrs Clin	Work Exp	Credits
OST 141	Medical Terminology I-Medical Office	3	0	0	0	3
OST 142	Medical Terminology II-Medical Office	3	0	0	0	3
OST 148	Medical Coding Billing & Insurance	3	0	0	0	3
OST 241	Medical Office Transcription I	1	2	0	0	2
OST 243	Medical Office Simulation	2	2	0	0	3
OST 244	Medical Document Production	1	2	0	0	2
Total Semester Hour Credits for Certificate						16

Medical Office Administration – Medical Coding & Billing Certificate C25310B

		Class	Lab	Hrs Clin	Work Exp	Credits
OST 141	Medical Terminology I-Medical Office	3	0	0	0	3
OST 142	Medical Terminology II-Medical Office	3	0	0	0	3
OST 148	Medical Coding Billing & Insurance	3	0	0	0	3
OST 149	Medical Legal Issues	3	0	0	0	3
OST 247	CPT Coding in the Medical Office	1	2	0	0	2
OST 248	Diagnostic Coding	1	2	0	0	2
Total Semester Hour Credits for Certificate						16

Networking Technology – A25340

The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

Course work includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers.

Graduates may find employment in entry-level jobs as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
CIS 115	Intro. to Programming & Logic	2	3	0	0	3
CTS 115	Info Systems Business Concepts	3	0	0	0	3
CTS 120	Hardware/Software Support	2	3	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
NET 125	Networking Basics	1	4	0	0	3
NET 126	Routing Basics	1	4	0	0	3
NET 225	Routing & Switching I	1	4	0	0	3
NET 226	Routing & Switching II	1	4	0	0	3
NET 289	Networking Project	1	4	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
NOS 120	Linux/UNIX Single User	2	2	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
NOS 230	Windows Admin I	2	2	0	0	3
SEC 110	Security Concepts	2	2	0	0	3
						45

Other Major Courses

WBL 111	Work Based Learning I	0	0	0	10	1
CTS 220	Adv Hardware/Software Support	2	3	0	0	3
CTS 287	Emerging Technologies	3	0	0	0	3
DBA 115	Database Applications	2	2	0	0	3
NOS 231	Windows Admin II	2	2	0	0	3
						13

Other Required Courses

ACA 115	Success and Study Skills	0	2	0	0	1
						1

Total Semester Hour Credits for AAS Degree **74**

Vendor Certifications:

To prepare for the IC3 (Internet and Computing Core) Certification, take the following courses:

- CIS 110 Introduction to Computers
- WEB 110 Internet / Web Fundamentals
- NOS 110 Operating Systems Concepts
- CTS 120 Hardware / Software Support

To prepare for the MOS (Microsoft Office Specialist – Access) Certification, take the following course:

- DBA 110 Database Concepts

To prepare for the CompTIA A+ Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- CTS 120 Hardware / Software Support
- CTS 220 Advanced Hardware / Software Support

To prepare for the MCTS (Microsoft Certified Technology Specialist) – Windows Client, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User

To prepare for the MCSA (Microsoft Certified Solutions Associate) – Windows Server Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User
- NOS 230 Windows Admin I

To prepare for the MCSA (Microsoft Certified Solutions Associate) – Windows Server R2 Certification, take the following courses:

- NOS 110 Operating Systems Concepts
- NOS 130 Windows Single User
- NOS 230 Windows Admin I
- NOS 231 Windows Admin II

To prepare for the CCNA (Certified Cisco Network Associate) Certification, take the following courses:

- NET 125 Networking Basics
- NET 126 Routing Basics
- NET 225 Routing and Switching I
- NET 226 Routing and Switching II

Network Technology Certificate – C25340A

		Hrs		Work		Credits
Class	Lab	Clin	Exp			
NET 125	Networking Basics	1	4	0	0	3
NET 126	Routing Basics	1	4	0	0	3
NOS 110	Operating Systems Concepts	2	3	0	0	3
NOS 120	Linux/UNIX Single User	2	2	0	0	3
NOS 130	Windows Single User	2	2	0	0	3
SEC 110	Security Concepts	2	2	0	0	3
Total Semester Hour Credits for Certificate						18

Office Administration– A25370

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

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

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

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking Skills	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
OST 289	Administrative Office Management	2	2	0	0	3
						15
Other Major Courses						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
ACC 140	Payroll Accounting	1	2	0	0	2
ACC 150	Accounting Software Applications	1	2	0	0	2
BUS 260	Business Communication	3	0	0	0	3
WBL 111	Work Based Learning I	0	0	0	10	1
CTS 115	Info Sys Business Concepts	3	0	0	0	3
CTS 130	Spreadsheet	2	2	0	0	3
DBA 110	Database Concepts	2	2	0	0	3
MKT 223	Customer Service	3	0	0	0	3
OST 132	Keyboard Skill Building	1	2	0	0	2
OST 134	Text Entry & Formatting	2	2	0	0	3

OST 233	Office Publications Design	2	2	0	0	3
OST 286	Professional Development	3	0	0	0	3
						35
Other Required Courses						
SPA 120	Spanish for the Workplace	3	0	0	0	3
ACA 115	Success & Study Skills	0	2	0	0	1
						4
Total Semester Hour Credits for AAS Degree						69

Office Administration Certificate – C25370A

				Hrs	Work	
		Class	Lab	Clin	Exp	Credits
CIS 110	Introduction to Computers	2	2	0	0	3
OST 132	Keyboard Skill Building	1	2	0	0	2
OST 134	Text Entry & Formatting	2	2	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
Total Semester Hour Credits for Certificate						17

Office Administration Legal– A2537A

Legal is a concentration under the curriculum title of Office Administration. This curriculum prepares individuals for entry-level positions in legal or government-related offices and provides professional development for the currently employed.

Course work includes terminology, operational procedures, preparation and transcription of documents, computer software, and court-related functions as they relate to the legal office profession. Emphasis is placed on the development of accuracy, organizational skills, discretion, and professionalism.

Graduates should qualify for employment in corporate legal departments; private practices, including real estate and estate planning; and city, state and federal government offices. With appropriate work experience, graduates may apply for certification as a Professional Legal Secretary (PLS).

				Hrs	Work	
		Class	Lab	Clin	Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking Skills	3	0	0	0	3

MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
OST 136	Word Processing	2	2	0	0	3
OST 164	Text Editing Applications	3	0	0	0	3
OST 184	Records Management	2	2	0	0	3
OST 289	Administrative Office Management	2	2	0	0	3
						15
Concentration						
BUS 115	Business Law I	3	0	0	0	3
OST 155	Legal Terminology	3	0	0	0	3
OST 156	Legal Office Procedures	2	2	0	0	3
OST 252	Legal Transcription I	2	2	0	0	3
						12
Other Major Courses						
ACC 120	Principles of Financial Accounting	3	2	0	0	4
BUS 116	Business Law II	3	0	0	0	3
BUS 260	Business Communication	3	0	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
WBL 111	Work Based Learning I	0	0	0	10	1
CTS 130	Spreadsheet	2	2	0	0	3
OST 132	Keyboard Skill Building	1	2	0	0	2
OST 134	Text Entry & Formatting	2	2	0	0	3
OST 159	Legal Office Ethics	2	0	0	0	2
OST 251	Legal Document Formatting	2	2	0	0	3
OST 286	Professional Development	3	0	0	0	3
						30
Other Required Courses						
SPA 120	Spanish for the Workplace	3	0	0	0	3
ACA 115	Success & Study Skills	0	2	0	0	1
						4
Total Semester Hour Credits for AAS Degree						76

Legal Administration Certificate – C2537A

		Class	Lab	Hrs Clin	Work Exp	Credits
OST 155	Legal Terminology	3	0	0	0	3
OST 156	Legal Office Procedures	2	2	0	0	3
OST 159	Legal Office Ethics	2	0	0	0	2
OST 164	Text Editing Applications	3	0	0	0	3
OST 251	Legal Document Formatting	2	2	0	0	3
OST 252	Legal Transcription I	2	2	0	0	3
Total Semester Hour Credits for Certificate						17

Phlebotomy Certificate – C45600

The Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physician's offices, and other healthcare settings and are eligible to take the national certification examination for phlebotomy technicians.

Only letter grades of "C" or higher in non-phlebotomy courses and phlebotomy (PBT) courses with a numerical grade of "77" or higher will count toward completion of the Phlebotomy certificate.

		Class	Lab	Clin / Exp	Credits
Major Core Courses					
PBT100	Phlebotomy Technology	5	2	0	6
PBT101	Phlebotomy Practicum	0	0	9	3
PSY 118	Interpersonal Psychology	3	0	0	3
Total Hours for Graduation					12

Physical Therapist Assistant – A45640

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 lifespan.

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.

Only letter grades of “C” or higher in non-PTA courses and PTA courses with a numerical grade of “77” or higher will count toward completion of the Physical Therapist Assistant degree.

		Class	Lab	Clin / Exp	Credits
General Education					
COM 231	Public Speaking	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
MAT 171	Precalculus Algebra	3	2	0	4
PSY 150	General Psychology	3	0	0	3
HUM/FA	Humanities/Fine Arts Elective	3	0	0	3
					16
Major Core Courses					
BIO 168	Anatomy and Physiology I	3	3	0	4
BIO 169	Anatomy and Physiology II	3	3	0	4
PTA 110	Introduction to Phy. Therapy	2	3	0	3
PTA 125	Gross & Functional Anatomy	3	6	0	5
PTA 135	Pathology	4	0	0	4
PTA 145	Therapeutic Procedures	2	6	0	4
PTA 155	PTA Clinical I	0	0	6	2
PTA 185	PTA Clinical II	0	0	9	3
PTA 212	Health Care Resources	2	0	0	2
PTA 215	Therapeutic Exercise	2	3	0	3
PTA 222	Professional Interactions	2	0	0	2
PTA 225	Introduction to Rehabilitation	3	3	0	4
PTA 235	Neurological Rehabilitation	3	6	0	5

PTA 245	PTA Clinical III	0	0	12	4
PTA 255	PTA Clinical IV	0	0	12	4
					53
Other Major Courses					
CIS 110	Introduction to Computers	2	2	0	3
					3
Other Required Courses					
ACA 115	Success & Study Skills	0	2	0	1
					4
Total Hours for Graduation					
					73

Practical Nursing Diploma – D45660

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care.

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

Only letter grades of "C" or higher in non-nursing courses and nursing (NUR) courses with a numerical grade of "77" or higher will count toward completion of the Practical Nursing diploma.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
BIO 163	Basic Anatomy & Physiology	4	2	0	0	5
ENG 111	Writing and Inquiry	3	0	0	0	3
PSY 150	General Physiology	3	0	0	0	3
						11
Major Core Courses						
NUR 101	Practical Nursing I	7	6	6	0	11
NUR 102	Practical Nursing II	7	0	9	0	10
NUR 103	Practical Nursing III	6	0	9	0	9
						30
Other Major Courses						
CIS 110	Intro. to Computers	2	2	0	0	3
						3
Total Semester Hour Credits for Diploma						44

Web Technologies – A25290

The Web Technologies curriculum prepares graduates for careers in the information technology arena using computers and mobile devices to disseminate and collect information via the Internet.

Course work in this program covers the terminology and use of computers, Internet-ready devices, servers, databases, programming languages, as well as Internet applications, site development and design. Studies will provide opportunity for students to learn related industry standards.

Graduates should qualify for career opportunities as designers, administrators, or developers in the areas of Internet and mobile applications, Web sites, Web services, and related areas of Internet technologies.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
COM 110	Introduction to Communication	3	0	0	0	3
ENG 111	Writing and Inquiry	3	0	0	0	3
HUM 115	Critical Thinking	3	0	0	0	3
MAT 143	Quantitative Literacy	2	2	0	0	3
PSY 150	General Psychology	3	0	0	0	3
						15
Major Core Courses						
CIS 115	Intro. to Programming & Logic	2	3	0	0	3
CTS 115	Info Systems Business Concepts	3	0	0	0	3
DBA 110	Database Concepts	2	3	0	0	3
NET 110	Networking Concepts	2	2	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
WEB 115	Web Markup and Scripting	2	2	0	0	3
WEB 140	Web Development Tools	2	2	0	0	3
WEB 210	Web Design	2	2	0	0	3
WEB 250	Database Driven Web sites	2	2	0	0	3
						27
Other Major Courses						
CIS 110	Introduction to Computers	2	2	0	0	3
WBL 111	Work Based Learning I	0	0	0	10	1
CSC 139	Visual BASIC Programming	2	3	0	0	3
CSC 239	Advanced Visual BASIC Programming	2	3	0	0	3
DBA 115	Database Applications	2	2	0	0	3
NOS 110	Operating System Concepts	2	3	0	0	3
SEC 110	Security Concepts	2	2	0	0	3
WEB 111	Introduction to Web Graphics	2	2	0	0	3

WEB 120	Intro. to Internet Multimedia	2	2	0	0	3
WEB 230	Implementing Web Ser	2	2	0	0	3
WEB 287	Web E-Portfolio	1	2	0	0	2
						30
Other Required Courses						
ACA 115	Success and Study Skills	0	2	0	0	1
						1
Total Semester Hour Credits for AAS Degree						73

Vendor Certifications:

To prepare for the IC3 (Internet and Computing Core) Certification, take the following courses:

- CIS 110 Introduction to Computers
- WEB 110 Internet / Web Fundamentals
- NOS 110 Operating Systems Concepts
- CTS 120 Hardware / Software Support

To prepare for the MOS (Microsoft Office Specialist – Access) Certification, take the following course:

- DBA 110 Database Concepts

To prepare for the CIW Web Foundations Associate Certification, take the following course:

- WEB 110 Internet / Web Fundamentals
- WEB 210 Web Design
- WEB 115 Web Markup and Scripting
- NET 110 Networking Concepts
- NOS 110 Operating Systems Concepts

Web Site Design Certificate – C25290A

		Class	Lab	Hrs Clin	Work Exp	Credits
Major Core Courses						
WEB 110	Internet/Web Fundamentals	2	2	0	0	3
WEB 115	Web Markup and Scripting	2	2	0	0	3
WEB 120	Introduction to Internet Multimedia	2	2	0	0	3
WEB 140	Web Development Tools	2	2	0	0	3
WEB 210	Web Design	2	2	0	0	3
						15
Other Major Courses						
WEB 111	Introduction to Web Graphics	2	2	0	0	3
						3
Total Semester Hour Credits for Certificate						18

Welding Technology – A50420

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

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

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

		Class	Lab	Clin / Exp	Credits
General Education					
COM 110	Intro. to Communication	3	0	0	3
	Or				
COM 231	Public Speaking	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HUM/FA	Humanities/Fine Arts Core Elect.	3	0	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
	or				
MAT 171	Precalculus Algebra	3	2	0	4
SOC/BEH	Social/Behavioral Sci. Core Elect.	3	0	0	3
					15-16
Technical Core Courses					
WLD 110	Cutting Processes	1	3	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	4
WLD 131	GTAW (TIG) Plate	2	6	0	4
WLD 141	Symbols and Specifications	2	2	0	3
					18
Other Major Courses					
BPR 111	Print Reading	1	2	0	2
CIS 113	Computer Basics	0	2	0	1
DFT 151	CAD I	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2
MAC 121	Intro. to CNC	2	0	0	2
MAC 151	Machining Calculations	1	2	0	2
MAC 152	Adv. Machining Calculations	1	2	0	2
WLD 116	SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 122	GMAW (MIG) Plate/Pipe	1	6	0	3

WLD 132	GTAW (TIG) Plate/Pipe	1	6	0	3
WLD 151	Fabrication I	2	6	0	4
WLD 251	Fabrication II	1	6	0	3
WLD 261	Certification Practices	1	3	0	2
WLD 262	Inspection and Testing	2	2	0	3
					36
Other Required Courses					
ACA 115	Success and Study Skills	0	2	0	1
					1
Total Semester Hour Credits for AAS Degree					70-71

Welding Diploma – D50420

		Class	Lab	Clin / Exp	Credits
General Education					
ENG 111	Writing and Inquiry	3	0	0	3
MAT 110	Mathematical Measurement	2	2	0	3
	or				
MAT 121	Algebra/Trigonometry I	2	2	0	3
					6
Technical Core Courses					
WLD 110	Cutting Processes	1	3	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	0	4
WLD 131	GTAW (TIG) Plate	2	6	0	4
WLD 141	Symbols and Specifications	2	2	0	3
					18
Other Major Courses					
CIS 113	Computer Basics	0	2	0	1
DFT 151	CAD I	2	3	0	3
MAC 121	Intro to CNC	2	0	0	2
WLD 122	GMAW (MIG) Plate/Pipe	1	6	0	3
WLD 132	GTAW (TIG) Plate/Pipe	1	6	0	3
WLD 151	Fabrication I	2	6	0	4
WLD 261	Certification Practices	1	3	0	2
WLD 262	Inspection and Testing	2	2	0	3
					21
Total Hours for Graduation					45

Welding Technology Certificate – GMAW (MIG) – C50420A

		Class	Lab	Hrs Clin	Work Exp	Credits
Technical Core Courses						
WLD 110	Cutting Processes	1	3	0	0	2
WLD 121	GMAW(MIG) FCAW/Plate	2	6	0	0	4
WLD 141	Symbols & Specifications	2	2	0	0	3
						9
Other Major Courses						
BPR 111	Print Reading	1	2	0	0	2
WLD 122	GMAW (MIG) Plate/Pipe	1	6	0	0	3
						5
Total Semester Hour Credits for Certificate						14

Welding Technology Certificate – SMAW (Stick) – C50420B

		Class	Lab	Hrs Clin	Work Exp	Credits
Technical Core Courses						
WLD 110	Cutting Processes	1	3	0	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	0	5
WLD 141	Symbols & Specifications	2	2	0	0	3
						10
Other Major Courses						
BPR 111	Print Reading	1	2	0	0	2
WLD 116	SMAW (Stick) Plate/Pipe	1	9	0	0	4
						6
Total Semester Hour Credits for Certificate						16

Welding Technology Certificate – GTAW (TIG) – C50420C

		Class	Lab	Hrs Clin	Work Exp	Credits
Technical Core Courses						
WLD 110	Cutting Processes	1	3	0	0	2
WLD 131	GTAW (TIG) Plate	2	6	0	0	4
WLD 141	Symbols & Specifications	2	2	0	0	3
						9

Other Major Courses

BPR 111	Print Reading	1	2	0	0	2
WLD 132	GTAW (TIG) Plate/Pipe	1	6	0	0	3

5**Total Semester Hour Credits for Certificate****14****Welding Technology Certificate – Fabrication – C50420D**

		Class	Lab	Hrs Clin	Work Exp	Credits
Other Major Courses						
BPR 111	Print Reading	1	2	0	0	2
DFT 151	CAD I	2	3	0	0	3
MAC 121	Introduction to CNC	2	0	0	0	2
WLD 151	Fabrication I	2	6	0	0	4
WLD 251	Fabrication II	1	6	0	0	3

Total Semester Hour Credits for Certificate**14****Welding Technology Certificate – General Welding – C50420E**

		Class	Lab	Hrs Clin	Work Exp	Credits
Technical Core Courses						
WLD 110	Cutting Processes	1	3	0	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	0	5
WLD 121	GMAW(MIG) FCAW/Plate	2	6	0	0	4
WLD 131	GTAW (TIG) Plate	2	6	0	0	4
WLD 141	Symbols & Specifications	2	2	0	0	3

Total Semester Hour Credits for Certificate**18**

Associate in Arts Degree – A10100

The College Transfer curriculum is designed for students who intend to transfer to a senior college for their baccalaureate degree. The freshman and sophomore level courses introduce the students to areas of study that develop breadth of outlook and contribute to balanced development. This training is complementary to, but different in emphasis from, the specialized training one receives for a job, a profession, or a major in a particular field of study.

The curriculum includes courses in communications, humanities and fine arts, mathematics, science, social sciences, physical education, and elective courses in liberal arts. These courses in the College Transfer Program assist students to develop an understanding and appreciation of the political, social, economic and cultural institutions in our society; to develop the ability for critical and constructive thinking, for problem solving, and ordering of values; to maintain good mental and physical health for self, family, and community, and balanced personal and social adjustment; to use basic mechanical, mathematical, and communication skills to solve everyday problems, understand ideas of others, and express ideas effectively; to understand their cultural heritage; to understand the creative activities of others; and to encourage participation in creative activities.

Upon successful completion of the degree requirements, students are awarded the Associate in Arts degree.

Only letter grades of "C" or higher in all curriculum courses will count towards completion of the College Transfer Degree.

General Education Core (45 SHC)

	Class	Lab	Hrs		Work	Credits
			Clin	Exp		
English Composition (6 SHC)						
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 112	Writing and Research in the Disciplines	3	0	0	0	3

Humanities/Fine Arts (9 SHC)

Select 3 courses from 2 different areas listed below:

ART 111	Art Appreciation	3	0	0	0	3
ART 114	Art History Survey I	3	0	0	0	3
ART 115	Art History Survey II	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
ENG 231	American Literature I	3	0	0	0	3
ENG 232	American Literature II	3	0	0	0	3
MUS 110	Music Appreciation	3	0	0	0	3
MUS 112	Introduction to Jazz	3	0	0	0	3
PHI 215	Philosophical Issues	3	0	0	0	3

PHI 240	Introductions to Ethics	3	0	0	0	3
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Social/Behavioral Sciences (9 SHC)

Select 3 courses from 2 different areas:

ECO 251	Principles of Microeconomics	3	0	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
HIS 111	World Civilization I	3	0	0	0	3
HIS 112	World Civilization II	3	0	0	0	3
HIS 131	American History I	3	0	0	0	3
HIS 132	American History II	3	0	0	0	3
POL 120	American Government	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
SOC 210	Intro. to Sociology	3	0	0	0	3

Natural Sciences (4 SHC)

Select one science *with lab* from the Science courses below.

AST 111	Descriptive Astronomy and	3	0	0	0	3
AST 111A	Descriptive Astronomy Lab	0	2	0	0	1
AST 151	General Astronomy I and	3	0	0	0	3
AST 151A	General Astronomy I Lab	0	3	0	0	1
BIO 110	Principles of Biology	3	3	0	0	4
BIO 111	General Biology I	3	3	0	0	4
CHM 151	General Chemistry I	3	3	0	0	4
GEL 111	Introductory Geology	3	3	0	0	4
PHY 110	Conceptual Physics and	3	0	0	0	3
PHY 110A	Conceptual Physics Lab	0	2	0	0	1

Mathematics (One Course)

Select 1 course from the following list:

MAT 143	Quantitative Literacy (3 SHC)	2	2	0	0	3
MAT 152	Statistical Methods (4 SHC)	3	2	0	0	4
MAT 171	Precalculus Algebra (4 SHC)	3	2	0	0	4

Additional General Education Hours (13-14 credit hours)

Select 13-14 credit hours from classes classified as general education. Select course with an asterisk (*). One Communication course and one English Literature course are required for the Associates in Arts degree.

Other Required Courses (1 SHC)

ACA 122	College Transfer Success	1	2	0	0	1
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Other Electives (14 SHC)

Select 14 semester hours from the list of suggested electives for the AA and AS degrees on page 259. In selecting electives students should consult with their advisor in the College Transfer area and make choices which are most appropriate for your intended university major.

(These must be different and separate from any you used above.)

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*Students must meet the receiving university's foreign language and /or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

Total Semester Hour Credits for AA Degree

60

Associate in General Education Degree – A10300

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

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, and 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.

Only letter grades of “C” or higher in all curriculum courses will count towards completion of the College Transfer Degree.

General Education Core (15 SHC)

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Within the core, colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers (SACS Criteria, 4.2.2.)

English Composition (6 SHC)

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.

Natural Sciences/Mathematics (3 SHC)

Mathematics: Select courses from the following discipline areas: college algebra, trigonometry, calculus, and statistics.

or

Natural Sciences: Select courses from the following discipline areas: astronomy, biology, chemistry, earth sciences, physics, and/or general science.

Other Required Hours (49-50 SHC)

Other required hours include additional general education and professional courses.

A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included as other required hours.

Total Semester Hour Credits for AGE Degree

64-65

East Carolina University – State Employees Credit Union Partnership East

SECU Partnership East provides opportunities for students to complete bachelor's degrees in Elementary Education, Special Education, and Middle Grades Education at Nash Community College. Students take specific courses from the college transfer program before transferring to East Carolina University as juniors. Junior and senior level coursework from ECU is offered through online enrollment with personal advising. Visit Kathy Bradley in room 7226 in the Science & Technology Center or contact her at 451-8212 or kbradley@nashcc.edu for a checklist of required courses, information about prerequisites, and application deadlines.

Associate in Science Degree – A10400

The College Transfer curriculum is designed for students who intend to transfer to a senior college for their baccalaureate degree. The freshman and sophomore level courses introduce the students to areas of study that develop breadth of outlook and contribute to balanced development. This training is complementary to, but different in emphasis from the specialized training one receives for a job, a profession, or a major in a particular field of study.

The curriculum includes courses in communications, humanities and fine arts, mathematics, science, social sciences, physical education, and elective courses in liberal arts. These courses in the College Transfer Program assist students to develop an understanding and appreciation of the political, social, economic and cultural institutions in our society; to develop the ability for critical and constructive thinking, for problem solving, and ordering of values; to maintain good mental and physical health for self, family, and community, and balanced personal and social adjustment; to use basic mechanical, mathematical, and communication skills to solve everyday problems, understand ideas of others, and express ideas effectively; to understand their cultural heritage; to understand the creative activities of others; and to encourage participation in creative activities.

Upon successful completion of the degree requirements, students are awarded the Associate in Science degree.

Beginning with students entering the College Transfer programs of study in Fall 2007, only letter grades of "C" or higher in all curriculum courses will count towards completion of the College Transfer Diploma and/or Degree.

General Education Core (45 SHC)

		Hrs		Work		Credits
Class	Lab	Clin	Exp			
English Composition (6 SHC)						
ENG 111	Writing and Inquiry	3	0	0	0	3
ENG 112	Writing and Research in the Disciplines	3	0	0	0	3

Humanities/Fine Arts (6 SHC)

Select 2 courses from 2 different areas listed below:

ART 111	Art Appreciation	3	0	0	0	3
ART 114	Art History Survey I	3	0	0	0	3
ART 115	Art History Survey II	3	0	0	0	3
COM 231	Public Speaking	3	0	0	0	3
ENG 231	American Literature I	3	0	0	0	3
ENG 232	American Literature II	3	0	0	0	3
MUS 110	Music Appreciation	3	0	0	0	3

MUS 112	Introduction to Jazz	3	0	0	0	3
PHI 215	Philosophical Issues	3	0	0	0	3
PHI 240	Introductions to Ethics	3	0	0	0	3

Social/Behavioral Sciences (9 SHC)

Select 2 courses from 2 different areas:

ECO 251	Principles of Microeconomics	3	0	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	0	3
HIS 111	World Civilization I	3	0	0	0	3
HIS 112	World Civilization II	3	0	0	0	3
HIS 131	American History I	3	0	0	0	3
HIS 132	American History II	3	0	0	0	3
POL 120	American Government	3	0	0	0	3
PSY 150	General Psychology	3	0	0	0	3
SOC 210	Intro. to Sociology	3	0	0	0	3

Natural Sciences (8 SHC)

Select 2 Sciences (with lab) from the following list.

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

Mathematics (8 SHC)

Select 2 courses from the following list:

MAT 171	Precalculus Algebra	3	2	0	0	4
MAT 172	Precalculus Trigonometry	3	2	0	0	4

MAT 263	Brief Calculus	3	2	0	0	3
MAT 271	Calculus I	3	2	0	0	4

Additional General Education Hours (11 credit hours)

Select 11 credit hours from classes classified as general education. Select course with an asterisk (*). One English Literature course are required for the Associates in Science degree.

Other Required Courses (1 SHC)

ACA 122	College Transfer Success	1	0	0	0	1
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Other Pre-Major Electives (5 SHC)

Select 14 semester hours from the list of suggested electives for the AA and AS degrees on page 259. In selecting electives students should consult with their advisor in the College Transfer area and make choices which are most appropriate for the intended university major.

(These must be different and separate from any you used above.)

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*Students must meet the receiving university's foreign language and /or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

Total Semester Hour Credits for AS Degree

60

Associate in Arts (AA), Associate in General Educate (AGE), and Associate in Science (AS) Degree Suggested Pre-Major Electives

*Denotes General Education Courses

				Hrs		Work		
<i>Humanities/Fine Arts</i>		Class	Lab	Clin	Exp			Credits
*ART 111	Art Appreciation	3	0	0	0			3
*ART 114	Art History Survey I	3	0	0	0			3
*ART 115	Art History Survey II	3	0	0	0			3
*COM 110	Introduction to Communication	3	0	0	0			3
*COM 120	Interpersonal Communication	3	0	0	0			3
*COM 140	Intercultural Communication	3	0	0	0			3
COM 160	Small Group Communication	3	0	0	0			3
*COM 231	Public Speaking	3	0	0	0			3
COM 251	Debate I	3	0	0	0			3
*DRA 111	Theatre Appreciation	3	0	0	0			3
DRA 170	Play Production I	0	9	0	0			3
DRA 171	Play Production II	0	9	0	0			3
ENG 125	Creative Writing I	3	0	0	0			3
*ENG 231	American Literature I	3	0	0	0			3
*ENG 232	American Literature II	3	0	0	0			3
*ENG 233	Major American Authors	3	0	0	0			3
*ENG 241	British Literature I	3	0	0	0			3
*ENG 242	British Literature II	3	0	0	0			3
ENG 253	The Bible as Literature	3	0	0	0			3
*ENG 261	World Literature I	3	0	0	0			3
*ENG 262	World Literature II	3	0	0	0			3
ENG 273	African-American Literature	3	0	0	0			3
*FRE 111	Elementary French I	3	0	0	0			3
*FRE 112	Elementary French II	3	0	0	0			3
*FRE 211	Intermediate French I	3	0	0	0			3
*FRE 212	Intermediate French II	3	0	0	0			3
*HUM 110	Technology and Society	3	0	0	0			3
*HUM 115	Critical Thinking	3	0	0	0			3
*HUM 120	Cultural Studies	3	0	0	0			3
*HUM 130	Myth in Human Culture	3	0	0	0			3
*HUM 150	American Women's Studies	3	0	0	0			3
*HUM 160	Introduction to Film	2	2	0	0			3
*HUM 211	Humanities I	3	0	0	0			3
*HUM 212	Humanities II	3	0	0	0			3
*MUS 110	Music Appreciation	3	0	0	0			3
*MUS 112	Introduction to Jazz	3	0	0	0			3
MUS 131	Chorus I	3	0	0	0			3
MUS 132	Chorus II	3	0	0	0			3

*PHI 215	Philosophical Issues	3	0	0	0	3
*PHI 220	Western Philosophy I	3	0	0	0	3
*PHI 230	Introduction to Logic	3	0	0	0	3
*PHI 240	Introduction to Ethics	3	0	0	0	3
*REL 110	World Religions	3	0	0	0	3
*REL 211	Introduction to Old Testament	3	0	0	0	3
*REL 212	Introduction to New Testament	3	0	0	0	3
*SPA 111	Elementary Spanish I	3	0	0	0	3
*SPA 112	Elementary Spanish II	3	0	0	0	3
SPA 161	Cultural Immersion	3	2	0	0	3
*SPA 211	Intermediate Spanish I	3	0	0	0	3
*SPA 212	Intermediate Spanish II	3	0	0	0	3

*General Education

				Hrs	Work	
<i>Social and Behavioral Sciences</i>		Class	Lab	Clin	Exp	Credits
*ANT 210	General Anthropology	3	0	0	0	3
*ANT 220	Cultural Anthropology	3	0	0	0	3
*ECO 251	Principles of Microeconomics	3	0	0	0	3
*ECO 252	Principles of Macroeconomics	3	0	0	0	3
EDU 216	Foundation in Education	4	0	0	0	4
EDU 221	Children with Exceptionalities	1	0	0	0	1
*GEO 111	World Regional Geography	3	0	0	0	3
*HIS 111	World Civilizations I	3	0	0	0	3
*HIS 112	World Civilizations II	3	0	0	0	3
HIS 116	Current World Problems	3	0	0	0	3
*HIS 121	Western Civilizations I	3	0	0	0	3
*HIS 122	Western Civilization II	3	0	0	0	3
*HIS 131	American History I	3	0	0	0	3
*HIS 132	American History II	3	0	0	0	3
HIS 162	Women and History	3	0	0	0	3
HIS 211	Ancient History	3	0	0	0	3
HIS 221	African-American History	3	0	0	0	3
HIS 226	The Civil War	3	0	0	0	3
HIS 227	Native American History	3	0	0	0	3
HIS 228	History of the South	3	0	0	0	3
HIS 236	North Carolina History	3	0	0	0	3
HIS 261	East Asian History	3	0	0	0	3
HIS 262	Middle East History	3	0	0	0	3
*POL 110	Introduction to Political Science	3	0	0	0	3
*POL 120	American Government	3	0	0	0	3
POL 130	State and Local Government	3	0	0	0	3
*POL 220	International Relations	3	0	0	0	3
*PSY 150	General Psychology	3	0	0	0	3

Curriculum Programs

PSY 231	Forensic Psychology	3	0	0	0	3
*PSY 239	Psychology of Personality	3	0	0	0	3
*PSY 241	Developmental Psychology	3	0	0	0	3
PSY 263	Educational Psychology	3	0	0	0	3
*PSY 281	Abnormal Psychology	3	0	0	0	3
*SOC 210	Introduction to Sociology	3	0	0	0	3
*SOC 213	Sociology of the Family	3	0	0	0	3
*SOC 220	Social Problems	3	0	0	0	3
*SOC 240	Social Psychology	3	0	0	0	3
SOC 242	Sociology of Deviance	3	0	0	0	3

				Hrs	Work	
<i>Natural Sciences</i>		Class	Lab	Clin	Exp	Credits
*AST 111	Descriptive Astronomy	3	0	0	0	3
*AST 111A	Descriptive Astronomy Lab	0	2	0	0	1
*AST 151	General Astronomy	3	0	0	0	3
*AST 151A	General Astronomy Lab	0	2	0	0	1
*BIO 110	Principles of Biology	3	3	0	0	4
*BIO 111	General Biology I	3	3	0	0	4
*BIO 112	General Biology II	3	3	0	0	4
*BIO 130	Introductory Zoology	3	3	0	0	4
*BIO 140	Environmental Biology	3	0	0	0	3
*BIO 140A	Environmental Biology Lab	0	3	0	0	1
BIO 143	Field Biology Minicourse	1	2	0	0	2
BIO 145	Ecology	3	3	0	0	4
BIO 146	Regional Natural History	3	3	0	0	4
BIO 150	Genetics in Human Affairs	3	0	0	0	3
BIO 163	Basic Anatomy & Physiology	4	2	0	0	5
BIO 168	Anatomy & Physiology I	3	3	0	0	4
BIO 169	Anatomy & Physiology II	3	3	0	0	4
BIO 175	General Microbiology	2	2	0	0	3
BIO 250	Genetics	3	3	0	0	4
BIO 275	Microbiology	3	3	0	0	4
BIO 280	Biotechnology	2	3	0	0	3
CHM 130	Gen, Org and Biochemistry	3	0	0	0	3
CHM 130A	Gen, Org and Biochemistry Lab	0	2	0	0	1
*CHM 131	Introduction to Chemistry	3	0	0	0	4
*CHM 131A	Introduction to Chemistry Lab	0	3	0	0	1
*CHM 151	General Chemistry I	3	3	0	0	4
*CHM 152	General Chemistry II	3	3	0	0	4
*CHM 251	Organic Chemistry I	3	3	0	0	4
*CHM 252	Organic Chemistry II	3	3	0	0	4
EGR 150	Introduction to Engineering	1	2	0	0	2

EGR 220	Engineering Statics	3	0	0	0	3
*GEL 111	Geology	3	2	0	0	4
PHS 110	Survey of Physical Science	3	2	0	0	4
PHS 130	Earth Science	3	2	0	0	4
*PHY 110	Conceptual Physics	3	0	0	0	3
*PHY 110A	Conceptual Physics Lab	0	2	0	0	1
*PHY 151	College Physics I	3	2	0	0	4
*PHY 152	College Physics II	3	2	0	0	4
*PHY 251	General Physics I	3	3	0	0	4
*PHY252	General Physics II	3	3	0	0	4

				Hrs	Work	
<i>Mathematics and Computer Science</i>		Class	Lab	Clin	Exp	Credits
CSC 134	C++ Programming	2	3	0	0	3
CSC 139	Visual BASIC Programming	2	3	0	0	3
CSC 151	Java Programming	2	3	0	0	3
CSC 239	Advanced Visual Basic Programming	2	3	0	0	3
CTS 115	Info Systems Business Concepts	3	0	0	0	3
MAT 141	Mathematical Concepts II	3	0	0	0	3
MAT 142	Mathematical Concepts II	3	0	0	0	3
*MAT 143	Quantitative Literacy	2	2	0	0	3
*MAT 152	Statistical Methods I	3	2	0	0	4
MAT 167	Discrete Mathematics	3	0	0	0	3
*MAT 171	Precalculus Algebra	3	2	0	0	4
*MAT 172	Precalculus Trigonometry	3	2	0	0	4
MAT 175	Precalculus	4	0	0	0	4
MAT 252	Statistics II	3	2	0	0	4
*MAT 263	Brief Calculus	3	2	0	0	4
*MAT 271	Calculus I	3	2	0	0	4
*MAT 272	Calculus II	3	2	0	0	4
*MAT 273	Calculus III	3	2	0	0	4
MAT 280	Linear Algebra	2	2	0	0	3
MAT 285	Differential Equations	2	2	0	0	3

				Hrs	Work	
<i>Health and Physical Education</i>		Class	Lab	Clin	Exp	Credits
HEA 110	Personal Health/Wellness	3	0	0	0	3
HEA 112	First Aid and CPR	1	2	0	0	2
PED 110	Fit and Well for Life	2	1	0	0	2
PED 113	Aerobics I	0	3	0	0	1
PED 117	Weight Training I	0	3	0	0	1
PED 120	Walking for Fitness	0	3	0	0	1
PED 121	Walk, Jog, Run	0	3	0	0	1
PED 122	Yoga I	0	2	0	0	1

Curriculum Programs

PED 123	Yoga II	0	2	0	0	1
PED 125	Self Defense	0	2	0	0	1
PED 127	Karate	0	3	0	0	1
PED 128	Golf-Beginning	0	2	0	0	1
PED 130	Tennis-Beginning	0	2	0	0	1
PED 132	Racquetball-Beginning	0	2	0	0	1
PED 139	Bowling-Beginning	0	2	0	0	1
PED 143	Volleyball-Beginning	0	2	0	0	1
PED 152	Swimming-Beginning	0	2	0	0	1
PED 153	Swimming-Intermediate	0	2	0	0	1
PED 156	Scuba Diving	0	2	0	0	1
PED 162	Angling	0	2	0	0	1
PED 171	Nature Hiking	0	2	0	0	1
PED 172	Outdoor Living	1	2	0	0	2
PED 181	Snow Skiing-Beginning	0	2	0	0	1
PED 215	Outdoor Cycling	0	2	0	0	1
PED 219	Disc Golf	0	2	0	0	1
PED 235	Tai Chi	0	3	0	0	1
PED 252	Officiating Baseball/Softball	1	2	0	0	2
PED 260	Lifeguard Training	1	2	0	0	2

Business Administration

		Class	Lab	Clin	Exp	Credits
ACC 120	Principles of Financial Accounting	3	2	0	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	0	4
BUS 110	Introduction to Business	3	0	0	0	3
BUS 115	Business Law I	3	0	0	0	3
BUS 137	Principles of Management	3	0	0	0	3
*CIS 110	Introduction to Computers	2	2	0	0	3
*CIS 115	Introduction to Prog. and Logic	2	3	0	0	3

Criminal Justice

		Class	Lab	Clin	Exp	Credits
CJC 111	Introduction to Criminal Justice	3	0	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	0	3
CJC 141	Corrections	3	0	0	0	3

In selecting electives students should consult with their advisor in the College Transfer Department and make choices in keeping with their planned majors and the requirements of the institutions to which they anticipate transferring.

Developmental Studies Program

The Developmental Studies Program is designed to increase the likelihood of success for the student who may have academic deficiencies and who wishes to enter a two-year program. If, based on placement test scores, the student is academically deficient in two of the three areas — mathematics (MAT 030 or below), English (ENG 080) or reading (below RED 090) — the student is required to complete all of the courses in the program unless the student's intended curriculum or placement test scores indicate otherwise. If a student does not attain the minimum placement score levels in all three areas—reading, English, and mathematics—the student is referred to the Learning Center before being allowed to enroll in curriculum courses. Any student may elect to complete the Developmental Studies Program.

All academic regulations are applicable to this phase of study. Curriculum electives taken while in the program apply toward degree credit; however, required courses in the Developmental Studies program award institutional credit only.

Developmental Studies		Hrs			Work	Credits
		Class	Lab	Clin	Exp	
BIO 094	Concepts of Human Biology	3	2	0	0	4
DMA 010	Operations with Integers	.75	.50	0	0	1
DMA 020	Fractions and Decimals	.75	.50	0	0	1
DMA 030	Proportions/Ratios/Rates/Percents	.75	.50	0	0	1
DMA 040	Expressions, Linear Equations Linear Inequalities	.75	.50	0	0	1
DMA 050	Graphs and Equations of Lines	.75	.50	0	0	1
DMA 060	Polynomials & Quadratic Equations	.75	.50	0	0	1
DMA 070	Rational Expressions & Equations	.75	.50	0	0	1
DMA 080	Radical Expressions & Equations	.75	.50	0	0	1
DRE 096	Integrated Reading and Writing I	2.5	1	0	0	3
DRE 097	Integrated Reading and Writing I I	2.5	1	0	0	3
DRE 098	Integrated Reading and Writing I II	2.5	1	0	0	3
MAT 050	Basic Math Skills	3	2	0	0	4
MAT 060	Essential Mathematics	3	2	0	0	4
MAT 070	Introductory Algebra	3	2	0	0	4
MAT 080	Intermediate Algebra	3	2	0	0	4
OST 080	Keyboarding Literacy	1	2	0	0	2

Biotechnology – A20100

Instructional Service Agreement with Pitt Community College

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist; laboratory technician/instrumentation technician; and quality control/quality assurance technician.

Graduates may find employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
*ENG 111	Writing and Inquiry		3	0	0	3
*ENG 112	Argument-Based Research		3	0	0	3
*MAT 110	Mathematical Measurement		2	2	0	3
	or					
*MAT 171	Precalculus Algebra		3	2	0	4
*HUM/FA	Humanities/Fine Arts Core Elect.		3	0	0	3
	(Select one from the list below)					
*SOC/BEH	Social/Behavioral Sci. Elect.		3	0	0	3
	(Select one from the list below)					

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Major Core Courses

*BIO 111	General Biology I		3	3	0	4
*BIO 112	General Biology II		3	3	0	4
CHM 132	Organic and Biochemistry		3	3	0	4
BTC 181	Basic Lab Techniques		3	3	0	4
*BIO 275	Microbiology		3	3	0	4
CHM 131	Introduction to Chemistry		3	0	0	3
	and					
CHM 131a	Introduction to Chemistry Lab		0	3	0	1
	or					
*CHM 151	General Chemistry I		3	3	0	4
*BIO 250	Genetics		3	3	0	4
	or					
BTC 250	Principles of Genetics		3	0	0	3

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Other Major Courses

*MAT 152	Statistical Methods I	3	2	0	4
*CIS 110	Introduction to Computers	2	2	0	3

Select 15 hours from the following courses:

BTC 270	Recombinant DNA Tech	3	3	0	4
BTC 285	Cell Culture	2	3	0	3
BTC 286	Immunological Techniques	3	3	0	4
BTC 287	Advanced Molecular Techniques	2	6	0	4
BTC 281	Bioprocess Techniques	2	6	0	4
BTC 275	Industrial Microbiology	3	3	0	4
*CHM 152	General Chemistry II	3	3	0	4
CHM 251	Organic Chemistry I	3	3	0	4
CHM 252	Organic Chemistry II	3	3	0	4
BIO 280	Biotechnology	2	3	0	3
*BIO 140	Environmental Biology and	3	0	0	3
*BIO 140A	Environmental Biology Lab	0	3	0	1
BIO 120	Introductory Botany	3	3	0	4
*MAT 172	Precalculus Trigonometry	3	2	0	4
HOR 162	Applied Plant Science	2	2	0	3
HOR 168	Plant Propagation	2	2	0	3
*PHY 110	Conceptual Physics and	3	0	0	3
*PHY 110A	Conceptual Physics Lab	0	2	0	1
*PHY 151	College Physics I	3	2	0	4
*SPA 111	Elementary Spanish I	3	0	0	3
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Other Required Courses

ACA 111	College Student Success or	0	2	0	1
*ACA 122	College Transfer Success	1	0	0	1
					1

HUM/FA Elective (Select one course)

*ART 111, *MUS 110, *PHI 240, *HUM 110, *HUM 115, *HUM 130, *HUM 120, HUM 140, *HUM 160

SOC/BEH Elective (Select one course)

*PSY 150, *SOC 210, *SOC 213, *POL 120

Total Semester Hour Credits for AAS Degree**65-67**

*Classes offered at Nash Community College

Degree granted from Pitt Community College

Dental Assisting – D45240

Instructional Service Agreement with Martin Community College

The Dental Assisting curriculum prepares individuals to assist the dentist in the delivery of dental treatment and to function as integral members of the dental team while performing chair side and related office and laboratory procedures.

Course work includes instruction in general studies, biomedical sciences, and clinical practice. A combination of lecture, laboratory, and clinical experiences provide students with knowledge in infection/hazard control, radiography, dental materials, preventive dentistry, and clinical procedures.

Graduates may be eligible to take Dental Assisting National Board Examination to become Certified Dental Assistants. As a Dental Assistant II, defined by the Dental Laws of North Carolina, graduates work in dental offices and other related areas.

The Program is a full-time curriculum with entry in the fall semester only. Students should complete the program in three consecutive semesters. A diploma is granted upon completion of the one-year program.

NOTE: The Dental Assisting Diploma Program uses clock/credit hour conversion for awarding Financial Aid.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
ENG 102	Applied Communications II or	3	0	0		3
*ENG 111	Writing and Inquiry and	3	0	0		3
*ENG 114	Professional Research & Reporting	3	0	0		3
*PSY 118	Interpersonal Psychology or	3	0	0		3
*PSY 150	General Psychology	3	0	0		3
						6
Major Core Courses						
DEN 100	Basic Orofacial Anatomy	2	0	0		2
DEN 101	Preclinical Procedures	4	6	0		7
DEN 102	Dental Materials	3	4	0		5
DEN 103	Dental Sciences	2	0	0		2
DEN 104	Dental Health Education	2	2	0		3
DEN 105	Practice Management	2	0	0		2
DEN 106	Clinical Practice I	1	0	12		5

DEN 107	Clinical Practice II	1	0	12	5
DEN 111	Infection/Hazard Control	2	0	0	2
DEN 112	Dental Radiography	2	3	0	3
					34

Other Major Courses

*BIO 106	Introduction to Anat/Phys/Micro	2	2	0	3
CIS 111	Basic PC Literacy	1	2	0	2
	or				
*CIS 110	Introduction to Computers	2	2	0	3
					5

Other Required Courses

*ACA 115	Success and Study Skills	0	2	0	1
					1

Total Semester Hour Credits for Diploma **46**

**Courses offered at Nash Community College*

Degrees granted from Martin Community College

Dental Hygiene – A45260

Instructional Service Agreement with Halifax Community College

The Dental Hygiene curriculum provides individuals with the knowledge and skills to access, plan, implement, and evaluate dental hygiene care for the individual and the community. Students will learn to prepare the operator, take patient histories, note abnormalities, plan care, teach oral hygiene, clean teeth, take x-rays, apply preventive agents, complete necessary chart entries, and perform other procedures related to dental hygiene care. Graduates of this program may be eligible to take national and state/regional examinations for licensure which are required to practice dental hygiene.

Employment opportunities include dental offices, clinics, schools, public health agencies, industry, and professional education.

- Achievement of competence in the following basic skills courses must be met:
- Students taking CHM 130 at Nash are also required to take CHM 130A (lab).
- A local prerequisite of BIO 094, BIO 110, BIO 111, BIO 161, or BIO 163 is required at Nash before taking BIO 168.
- Reading Level – 12
- Reading and Writing Skills – RED 090 or DRE 097
- Math Skills – MAT 070 or DMA 050
- PSY 150 and SOC 210 can be taken to substitute SOC 240

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
*BIO 169	Anatomy and Physiology II	3	3	0		4
*CHM 130	Gen, Org, & Biochemistry	3	0	0		3
*ENG 111	Writing and Inquiry	3	0	0		3
*ENG 114	Prof. Research and Reporting	3	0	0		3
*HUM/FA	Humanities/Fine Arts Core Elec.	3	0	0		3
SOC 240	Social Psychology	3	0	0		3

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Major Core Courses

*BIO 168	Anatomy and Physiology I	3	3	0		4
*BIO 175	General Microbiology	2	2	0		3
DEN 110	Orofacial Anatomy	2	2	0		3
DEN 111	Infection/Hazard Control	2	0	0		2
DEN 112	Dental Radiography	2	3	0		3
DEN 120	Dental Hyg Preclinic Lec	2	0	0		2
DEN 121	Dental Hygiene Preclin Lab	0	6	0		2
DEN 123	Nutrition/Dental Health	2	0	0		2
DEN 124	Periodontology	2	0	0		2

DEN 130	Dental Hygiene Theory I	2	0	0	2
DEN 131	Dental Hygiene Clinic I	0	0	9	3
DEN 140	Dental Hygiene Theory II	1	0	0	1
DEN 141	Dental Hygiene Clinic II	0	0	6	2
DEN 220	Dental Hygiene Theory III	2	0	0	2
DEN 221	Dental Hygiene Clinic III	0	0	12	4
DEN 222	General & Oral Pathology	2	0	0	2
DEN 223	Dental Pharmacology	2	0	0	2
DEN 224	Materials and Procedures	1	3	0	2
DEN 230	Dental Hygiene Theory IV	1	0	0	1
DEN 231	Dental Hygiene Clinic IV	0	0	12	4
DEN 232	Community Dental Health	2	0	3	3
DEN 233	Professional Development	2	0	0	2
					53

Other Major Courses

DEN 125	Dental Office Emergencies	0	2	0	1
					1

Total Semester Hour Credits for AAS Degree **73**

**Courses offered at Nash Community College*

Degree granted from Halifax Community College

Healthcare Management Technology – A25200

Instructional Service Agreement with Pitt Community College

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment.

The curriculum places emphasis on planning, organizing, directing, and controlling tasks related to healthcare organizational objectives including the legal and ethical environment. Emphasis is placed on the development of effective communication, managerial, and supervisory skills.

Graduates may find employment in healthcare settings including hospitals, medical offices, clinics, long-term care facilities, and insurance companies. Graduates are eligible to sit for various certification exams upon completion of the degree with a combination of a minimum of two years administrative experience. Eligible certifications include, but are not limited to, the Professional Association of Healthcare Office Managers (PAHCOM), the Healthcare Financial Management Association (HGMA), the Certified Patient Account Manager (CPAM) and the Certified Manager of Patient Accounts (CMPA) examinations.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
*COM 120	Introduction to Interpersonal Comm.	3	0	0		3
	or					
*COM 231	Public Speaking	3	0	0		3
*ENG 111	Writing and Inquiry	3	0	0		3
ENG 112	Argument-Based Research	3	0	0		3
	or					
*ENG 113	Literature-Based Research	3	0	0		3
	or					
*ENG 114	Professional Research & Reporting	3	0	0		3
*HUM 115	Critical Thinking	3	0	0		3
*MAT 143	Quantitative Literacy	3	0	0		3
*SOC 213	Sociology of the Family	3	0	0		3
	or					
*PSY 150	General Psychology	3	0	0		3
						18
Major Core Courses						
*ACC 120	Principles of Financial Accounting	3	2	0		4
*ACC 121	Principles of Managerial Accounting	3	2	0		4
HMT 110	Introduction to Healthcare Management	3	0	0		3

HMT 210	Medical Insurance	3	0	0	3
HMT 211	Long-term Care Administration	3	0	0	3
HMT 220	Healthcare Financial Management	4	0	0	4
MED 118	Medical Law and Ethics	2	0	0	2
	or				
*OST 149	Medical Legal Issues	3	0	0	3
MED 121	Medical Terminology I	3	0	0	3
	and				
MED 122	Medical Terminology II	3	0	0	3
	or				
*OST 141	Medical Terms I	3	0	0	3
	and				
*OST 142	Medical Terms II	3	0	0	3
					29-30

Other Major Courses

*ACC 140	Payroll Accounting	1	2	0	2
	or				
*ACC 150	Accounting Software Application	1	2	0	2
*BUS 110	Introduction to Business	3	0	0	3
BUS 121	Business Math	2	2	0	3
	or				
*MAT 155	Statistical Analysis	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
*CIS 110	Introduction to Computers	2	2	0	3
	or				
CIS 111	Basic PC Literacy	1	2	0	2
	or				
OST 137	Office Software Applications	1	2	0	2
*COE 112	Work Based Learning I	0	0	20	2
*CTS 130	Spreadsheet	2	2	0	3
HMT 212	Mgmt. of Healthcare Organizations	3	0	0	3
HMT 225	Practice Management Simulation	2	2	0	3
*SPA 120	Spanish for the Workplace	3	0	0	3
					27-28

Other Required Course

*ACA 115	Success and Study Skills	0	2	0	1
	or				
*ACA 118	College Study Skills	1	2	0	2
	or				
*ACA 122	College Transfer Success	1	0	0	1
COE 110	World of Work	1	0	0	1
					2-3

Total Semester Hour Credits for AAS Degree

76-78

*Course offered at Nash Community College

Degree granted from Pitt Community College.

Medical Sonography– A45440

Instructional Service Agreement with Pitt Community College

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, 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.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
*ENG 111	Writing and Inquiry	3	0	0		3
ENG 112	Argument-Based Research	3	0	0		3
	or					
ENG 114	Professional Research & Reporting	3	0	0		3
*HUM 115	Critical Thinking	3	0	0		3
	or					
PHI 240	Introduction to Ethics	3	0	0		3
*PSY 150	General Psychology	3	0	0		3
	or					
*SOC 210	Introduction to Sociology	3	0	0		3
*MAT 152	Statistical Methods I	3	2	0		4
	or					
*MAT 171	Precalculus Algebra	3	2	0		4
Major Core courses						
SON 110	Introduction to Sonography	1	3	3		3
SON 111	Sonographic Physics	3	3	0		3
SON 120	SON Clinical Education I	0	0	15		5
SON 121	SON Clinical Education II	0	0	15		5
SON 130	Abdominal Sonography I	2	3	0		3
SON 131	Abdominal Sonography II	1	3	0		2
SON 140	Gynecologic Sonography	2	0	0		2
SON 220	SON Clinical Education III	0	0	24		8
SON 221	SON Clinical Education IV	0	0	24		8

SON 225	Case Studies	0	3	0	1
SON 241	Obstetrical Sonography I	2	0	0	2
SON 242	Obstetrical Sonography II	2	0	0	2
SON 250	Vascular Sonography	1	3	0	2
SON 289	Sonographic Topics	2	0	0	2

Other Major Courses

Anatomy and Physiology

*BIO 163	Basic Anatomy & Physiology or	4	2	0	5
*BIO 168	Anatomy and Physiology I and	3	3	0	4
*BIO 169	Anatomy and Physiology II	3	3	0	4
*PHY 110	Conceptual Physics	3	0	0	3
*PHY 110A	Conceptual Physics Lab	0	2	0	1

To be selected from the following prefixes:

BIO, BUS, CHM, CIS, COE, CSC, CVS, ECO, HEA, HSC, MAT, PHS, PHY, and SON

Other Required Courses

ACA 111	College Student Success	1	0	0	1
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Foreign language courses (including ASL) that are not designated as approved other major hours may be included in all programs up to a maximum of 3 semester hours of credit.

Total Semester Hours Credits for AAS Degree

76

Degree granted from Pitt Community College

Nuclear Medicine Technology– A45460

Instructional Service Agreement with Pitt Community College

The Nuclear Medicine Technology curriculum provides the clinical and didactic experience necessary 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.

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.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education						
*CHM 131	Introduction to Chemistry	3	0	0		3
*CHM 131A	Introduction to Chemistry Lab	0	3	0		1
*ENG 111	Writing and Inquiry	3	0	0		3
*PSY 118	Interpersonal Psychology	3	0	0		3
	or					
*PSY 150	General Psychology	3	0	0		3
	or					
*SOC 210	Introduction to Sociology	3	0	0		3
*BIO 163	Basic Anatomy & Physiology	4	2	0		5
	or					
*BIO 168	Anatomy and Physiology I	3	3	0		4
*BIO 169	Anatomy and Physiology II	3	3	0		4
COM 120	Interpersonal Communication	3	0	0		3
	or					
*COM 231	Public Speaking	3	0	0		3
	or					
*ENG 114	Prof. Research and Reporting	3	0	0		3
*HUM 115	Critical Thinking	3	0	0		3
	or					
HUM 211	Humanities I	3	0	0		3
	or					
PHI 210	History of Philosophy	3	0	0		3
	or					
PHI 240	Introduction to Ethics	3	0	0		3
	or					
REL 110	World Religions	3	0	0		3

Curriculum Programs

*CIS 110	Introduction to Computers	2	2	0	3
	or				
CIS 111	Basic PC Literacy	1	2	0	2
MAT 115	Mathematical Models	2	2	0	3
	or				
*MAT 143	Quantitative Literacy	2	2	0	3
	or				
*MAT 171	Precalculus Algebra	3	2	0	4

Major Core Courses

NMT110	Introduction to Nuclear Medicine	2	0	0	2
NMT 110A	Introduction to Nuclear Medicine Lab	0	3	0	1
NMT 126	Nuclear Physics	2	0	0	2
NMT132	Overview-Clinical Nuclear Medicine	2	0	6	4
NMT134	Nuclear Pharmacy	2	0	0	2
NMT 136	Health Physics	2	0	0	2
NMT 211	NMT Clinical Practice I	0	0	0	21
NMT 212	Procedures for Nuclear Medicine I	2	0	0	2
NMT 212A	Procedures for Nuclear Medicine Lab	0	3	0	1
NMT 214	Radiobiology	2	0	0	2
NMT 215	Non-Imaging Instrumentation	1	3	0	2
NMT 218	Computers in Nuclear Medicine	2	0	0	2
NMT 221	NMT Clinical Practice II	0	0	0	21
NMT 222	Procedures for Nuclear Medicine II	2	0	0	2
NMT 222A	Procedures for Nuclear Medicine II Lab	0	3	0	1
NMT 289	Nuclear Med Tech Topics	2	3	0	3
PET 235	Cross Sectional Anatomy	3	0	0	3

Other Required Courses

ACA 111	College Student Success	1	0	0	1
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Total Semester Hour Credits for AAS Degree 72

Simulation and Game Development – A25450

Instructional Service Agreement with Wake Technical Community College

The Simulation and Game Development curriculum provides a broad background in simulation and game development with practical applications in creative arts, visual arts, audio/video technology, creative writing, modeling, design, programming, and management.

Students will receive hands-on training in design, 3D modeling, software engineering, database administration, and programming for the purpose of creating simulations and games.

Graduates should qualify for employment as designers, artists, animators, programmers, database administrators, testers, quality assurance analysts, engineers, and administrators in the entertainment industry, the health care industry, engineering, forensics, education, NASA, and government agencies.

		Class	Lab	Hrs Clin	Work Exp	Credits
General Education Courses						
*ENG 111	Writing and Inquiry	3	0	0		3
*HUM/FA	Humanities/Fine Arts Core Elective	3	0	0		3
*SOC/BEH	Sociology/Behavioral Sci. Core Elect.	3	0	0		3

Communications Elective (Select 3 hours from the following courses:)

*COM 120	Introduction to Interpersonal Comm.	3	0	0		3
*COM 231	Public Speaking	3	0	0		3
ENG 112	Argument-Based Research	3	0	0		3
*ENG 113	Literature-Based Research	3	0	0		3
*ENG 114	Professional Research & Reporting	3	0	0		3

Math Elective (Select 3 hours from the following courses:)

*MAT 121	Algebra/Trigonometry I	2	2	0		3
*MAT 143	Quantitative Literacy	2	2	0		3
*MAT 171	Precalculus Algebra	3	2	0		4

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Major Core Courses

*SGD 111	Introduction to SGD	2	3	0		3
*SGD 112	SGD Design	2	3	0		3
*SGD 114	3D Modeling	2	3	0		3
*SGD 116	Graphic Design Tools	2	2	0		3
SGD 134	SG Quality Assurance	2	2	0		3
SGD 158	SGD Business Management	3	0	0		3
*SGD 163	SG Documentation	2	3	0		3
SGD 164	SG Audio/Video	2	3	0		3

SGD 174	SG Level Design	2	3	0	3
*SGD 212	SGD Design II	2	3	0	3
SGD 289	SGD Project	2	3	0	3
33					

Major Option A: Game Programming

*CIS 115	Introduction to Prog & Logic	2	3	0	3
*CSC 134	C++ Programming	2	3	0	3
CSC 234	Adv C++ Programming	2	3	0	3
SGD 171	Flash SG Programming	2	3	0	3
SGD 285	SG Software Engineering	2	3	0	3
15					

Other Major Elective Courses**Major Elective I (Select 3 hours from the following courses):**

COE 113	Work Based Learning I	0	0	30	3
*DBA 110	Database Concepts	2	3	0	3
SGD 124	MMO Programming	2	3	0	3
SGD 167	SG Ethics	3	0	0	3
SGD 181	Machinima	2	3	0	3
SGD 213	SGD Programming II	2	3	0	3
SGD 237	Rigging 3D Models	2	3	0	3
SGD 244	3D Modeling III	2	3	0	3
SGD 271	Adv Flash Programming	2	3	0	3
SGD 274	SG Level Design II	2	3	0	3
3					

Major Elective II (Select 3 hours from the following courses):

SGD 125	SG Artificial Intellig	2	3	0	3
SGD 135	Serious Games	3	0	0	3
SGD 159	SGD Production Management	3	0	0	3
SGD 168	Wireless SG Programming	2	3	0	3
SGD 170	Handheld SG Programming	2	3	0	3
SGD 215	Adv Phys-Based Modeling	2	2	0	3
SGD 232	Survey of Game Engines	3	0	0	3
SGD 292	Selected Topics	1	2	0	2
SGD 293	Selected Topics	2	2	0	3
3					

Other Required Course

ACA 111	College Student Success	1	0	0	1
	OR				
*ACA 115	Success and Study Skills	0	2	0	1
1					

Physical Science Elective (Select 3 hours from the following courses):

BIO 165	Anatomy and Physiology I	3	3	0	4
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*PHY 131	Physics-Mechanics	3	2	0	4
*PHY 151	College Physics I	3	2	0	4
SGD 115	Physically-Based Modeling	2	2	0	3
SGD 166	SG Physiology/Kinesiology	3	0	0	3
					3

Total Semester Hour Credits for AAS Degree **72**

**Courses offered at Nash Community College*

Degree granted from Wake Technical Community College



Course Descriptions



To enroll in college transfer courses except PED and HEA 112, students must meet the admission requirement in one of the three areas of reading, mathematics, or English.

The letters A, B, or C following a course number denote that these courses are offered in sequential parts. All parts must be completed to satisfy the course requirements.

Appearing in parenthesis after each course title are the semesters the course is most often scheduled. "Intermittently" means semester scheduling varies. Nash Community College reserves the right to alter semesters when courses are offered in accordance with curriculum sequences and need. Appearing opposite each course title are either three numerals which represent hours per week required for class, laboratory, and credit hours; or, four numerals which represent hours per week required for class, laboratory, clinical or work experience, and credit hours.

ACA 115 Success and Study Skills (Fall, Spring, Summer) 0 2 1

Prerequisites: None

Corequisites: None

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA 122 College Transfer Success (Fall, Spring, Summer) 0 2 1

Prerequisites: None

Corequisites: None

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course.

ACC 110 Ten-Key Skills (Spring) 0 2 1

Prerequisites: None

Corequisites: None

This course is designed to enable mastery of the "touch system" on a ten-key device. Emphasis is placed on the "touch system" on a ten-key device. Upon completion, students should be able to use the "touch system" on a ten-key device in making computations necessary in accounting.

ACC 120 Principles of Financial Accounting (Fall, Spring) 3 2 4

Prerequisites: DMA 010, DMA 020 and DRE 097

Corequisites: None

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

ACC 121 Principles of Managerial Accounting (Spring) 3 2 4

Prerequisites: ACC 120

Corequisites: None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

ACC 131 Federal Income Taxes (Fall, Spring) 2 2 3

Prerequisites: DRE 097

Corequisites: None

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

ACC 140 Payroll Accounting (Summer) 1 2 2

Prerequisites: ACC 115 or ACC 120

Corequisites: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

ACC 150 Accounting Software Applications (Summer) 1 2 2

Prerequisites: ACC 115 or ACC 120

Corequisites: None

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting software package to solve accounting problems.

ACC 180 Practices in Bookkeeping (Spring) 3 0 3

Prerequisites: ACC 120

Corequisites: None

College Transfer: N/A

This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses.

ACC 220 Intermediate Accounting I (Fall) 3 2 4

Prerequisites: ACC 120

Corequisites: None

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and balance sheet components. Topics include generally accepted accounting principles and extensive analyses 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.

ACC 225 Cost Accounting (Fall) 3 0 3

Prerequisites: ACC 121

Corequisites: None

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

ACC 240 Gov. and Not-for-Profit Accounting (Intermittently) 3 0 3

Prerequisites: ACC 121

Corequisites: None

This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 269 Auditing and Assurance Services (Spring) 3 0 3

Prerequisites: ACC 220

Corequisites: None

This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.

AHR 110 Introduction to Refrigeration (Fall) 2 6 5

Prerequisites: None

Corequisites: None

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle, and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

AHR 112 Heating Technology (Spring) 2 4 4

Prerequisites: None

Corequisites: None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

ANT 210 General Anthropology (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

ANT 220 Cultural Anthropology (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an

understanding of basic cultural processes and how cultural data are collected and analyzed. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

ARC 111 Introduction to Architectural Technology (Fall) 1 6 3

Prerequisites: None

Corequisites: ARC 114

This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards.

ARC 111AB Introduction to Architectural Technology-AB (Fall) 1 3 2

Prerequisites: None

Corequisites: ARC 114

The first of two parts of ARC 111.

ARC 111BB Introduction to Architectural Technology-BB (Spring) 0 3 1

Prerequisites: ARC 111AB

Corequisites: None

A continuation of ARC 111AB and final part of ARC 111.

ARC 112 Construction Materials and Methods (Fall) 3 2 4

Prerequisites: None

Corequisites: None

This course introduces construction materials and their methodologies. Topics include construction terminology, materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties.

ARC 112AB Construction Materials and Methods AB (Fall) 1 2 2

Prerequisites: None

Corequisites: None

The first of two parts of ARC 112.

ARC 112BB Construction Materials and Methods BB (Spring) 2 0 2

Prerequisites: ARC 112AB

Corequisites: ARC 112

A continuation of ARC 112AB and final part of ARC 112.

ARC 113 Residential Architectural Technology (Spring) 1 6 3

Prerequisites: ARC 111

Corequisites: ARC 112

This course covers intermediate residential working drawings. Topics include residential plans, elevations, sections, details, schedules, and other related topics. Upon completion, students should be able to prepare a set of residential working drawings that is within accepted architectural standards.

ARC 113AB Residential Architectural Technology-AB (Spring) 1 3 2

Prerequisites: ARC 111

Corequisites: ARC 112

The first of two parts of ARC 113.

ARC 113BB Residential Architectural Technology-BB (Fall) 0 3 1

Prerequisites: ARC 113AB

Corequisites: ARC 112

A continuation of ARC 113AB and final part of ARC 113.

ARC 114 Architectural CAD (Fall) 1 3 2

Prerequisites: None

Corequisites: None

This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards.

ARC 114A Architectural CAD Lab (Fall) 0 3 1

Prerequisites: None

Corequisites: ARC 114

This course provides a laboratory setting to enhance architectural CAD skills. Emphasis is placed on further development of commands and system operation. Upon completion, students should be able to prepare and plot scaled architectural drawings.

ARC 131 Building Codes (Fall) 2 2 3

Prerequisites: ARC 112 or CAR 111

Corequisites: None

This course covers the methods of researching building codes for specific projects. Topics include residential and commercial building codes. Upon completion, students should be able to determine the code constraints governing residential and commercial projects.

ARC 132 Specifications and Contracts (Spring) 2 0 2

Prerequisites: ARC 112

Corequisites: None

This course covers the development of written specifications and the implications of different contractual arrangements. Topics include specification development, contracts, bidding material research, and agency responsibilities. Upon completion, students should be able to write a specification section and demonstrate the ability to interpret contractual responsibilities.

ARC 211 Light Construction Technology (Fall) 1 6 3

Prerequisites: ARC 111

Corequisites: ARC 112

This course covers working drawings for light construction. Topics include plans, elevations, sections, and details; schedules; and other related topics. Upon completion, students should be able to prepare a set of working drawings which are within accepted architectural standards.

ARC 211AB Light Construction Technology-AB (Fall) 1 3 2

Prerequisites: ARC 111

Corequisites: ARC 112

The first of two parts of ARC 211.

ARC 211BB Light Construction Technology-BB (Spring) 0 3 1

Prerequisites: ARC 211AB

Corequisites: None

A continuation of ARC 211AB and final part of ARC 211.

ARC 212 Commercial Construction Technology (Fall) 1 6 3

Prerequisites: ARC 111

Corequisites: ARC 112

This course introduces regional construction techniques for commercial plans, elevations, sections, and details. Topics include production of a set of commercial contract documents and other related topics. Upon completion, students should be able to prepare a set of working drawings in accordance with building codes.

ARC 212AB Commercial Construction Techniques-AB (Fall) 1 3 2

Prerequisites: ARC 111

Corequisites: ARC 112

The first of two parts of ARC 212.

ARC 212BB Commercial Construction Techniques-BB (Spring) 0 3 1

Prerequisites: ARC 212AB

Corequisites: None

A continuation of ARC 212AB and final part of ARC 212.

ARC 213	Design Project (Spring)	2	6	4
Prerequisites: ARC 111,112,114				
Corequisites: None				
This course provides the opportunity to design and prepare a set of contract documents within an architectural setting. Topics include schematic design, design development, construction documents, and other related topics. Upon completion, students should be able to prepare a set of commercial contract documents.				
ARC 213AB	Design Project-AB (Spring)	1	3	2
Prerequisites: ARC 111, 112, 114				
Corequisites: None				
The first of two parts of ARC 213.				
ARC 213BB	Design Project-BB (Fall)	1	3	2
Prerequisites: ARC 113AB				
Corequisites: None				
A continuation of ARC 213AB and final part of ARC 213.				
ARC 220	Advanced Architect CAD (Spring)	1	3	2
Prerequisites: ARC 114				
Corequisites: None				
This course provides file management, productivity, and CAD customization skills. Emphasis is placed on developing advanced proficiency techniques. Upon completion, students should be able to create prototype drawings and symbol libraries, compose sheets with multiple details, and use advanced drawing and editing commands.				
ARC 230	Environmental Systems (Spring)	3	3	4
Prerequisites: ARC 111 and MAT 121 or MAT 171				
Corequisites: None				
This course introduces plumbing, mechanical (HVAC), and electrical systems for the architectural environment. Topics include basic plumbing, mechanical, and electrical systems for residential and/or commercial buildings with an introduction to selected code requirements. Upon completion, students should be able to develop schematic drawings for plumbing, mechanical, and electrical systems and perform related calculations.				
ARC 230AB	Environmental Systems-AB (Spring)	2	0	2
Prerequisites: ARC 111 and MAT 121 or MAT 171				
Corequisites: None				
The first of two parts of ARC 230.				
ARC 230BB	Environmental Systems-BB (Fall)	1	2	2
Prerequisites: ARC 230AB				
Corequisites: None				
A continuation of ARC 230AB and final part of ARC 230.				

ARC 231 Architectural Presentations (Spring) 2 4 4

Prerequisites: ARC 111

Corequisites: None

This course introduces architectural presentation techniques. Topics include perspective drawing, shadow projection, texturization, rendered plans, elevations, and other related topics. Upon completion, students should be able to present ideas graphically and do rendered presentation drawings.

ARC 231AB Architectural Presentations-AB (Spring) 1 2 2

Prerequisites: ARC 111

Corequisites: None

The first of two parts of ARC 231.

ARC 231BB Architectural Presentations-BB (Fall) 1 2 2

Prerequisites: ARC 231AB

Corequisites: None

A continuation of ARC 231AB and final part of ARC 231.

ARC 240 Site Planning (Fall) 2 2 3

Prerequisites: ARC 111 or LAR 111

Corequisites: None

This course introduces the principles of site planning, grading plans, and earthwork calculations. Topics include site analysis, site work, site utilities, cut and fill, soil erosion control, and other related topics. Upon completion, students should be able to prepare site development plans and details and perform cut and fill calculations.

ART 111 Art Appreciation (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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

ART 114 Art History Survey I (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved for transfer under the

ATR 280AB Robotic Fundamentals-AB (Fall) 1 2 2

Prerequisites: None

Corequisites: None

The first of two parts of ATR 280.

ATR 280BB Robotic Fundamentals-BB (Spring) 2 0 2

Prerequisites: ATR 280AB

Corequisites: None

A continuation of ATR 280AB and final part of ATR 280.

ATR 281 Automation Robotics (Spring) 3 2 4

Prerequisites: ATR 280

Corequisites: None

This course introduces the concepts and principles of automation in the manufacturing environment. Emphasis is placed on the devices used in hard and flexible automated systems, including the study of inputs, outputs, and control system integration. Upon completion, students should be able to plan, design, and implement automation to support manufacturing process.

AUT 113 Automotive Servicing I (Fall) 0 6 2

Prerequisites: AUT 116, AUT 141, and AUT 151

Corequisites: None

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

AUT 114 Safety and Emissions (Spring) 1 2 2

Prerequisites: None

Corequisites: AUT 114A

This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections.

AUT 114A Safety and Emissions Lab (Spring) 0 2 1

Prerequisites: None

Corequisites: AUT 114

This course is an optional lab that allows students to enhance their understanding of North Carolina State Emissions Inspection failures. Topics include evaporative, positive crankcase ventilation, exhaust gas recirculation and exhaust emissions systems operation, including catalytic converter failure diagnosis. Upon completion, students should be able to employ

AUT 151A Brakes Systems Lab (Spring)**0 3 1**

Prerequisites: None

Corequisites: AUT 151

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

AUT 163 Advanced Auto Electricity (Summer)**2 3 3**

Prerequisites: TRN 120

Corequisites: None

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.

AUT 163A Advanced Auto Electricity Lab**3 0 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.

AUT 181 Engine Performance I (Spring)**2 3 3**

Prerequisites: AUT 116

Corequisites: None

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

AUT 181A Engine Performance Lab**0 3 1**

Prerequisites: AUT 116

Corequisites: AUT 181

Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

AUT 231 Manual Transmissions/Axles/Drive Trains (Spring) 2 3 3

Prerequisites: None

Corequisites: None

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, 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, diagnose and repair manual drive trains.

AUT 281 Advanced Engine Performance (Spring) 2 2 3

Prerequisites: AUT 183

Corequisites: None

This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

AUT 284 Emerging Auto Technologies (Spring) 2 6 4

Prerequisites: None

Corequisites: None

This course covers emerging technologies in the automotive industry and the diagnostics associated with those technologies. Topics include exploring new technologies, diagnostic tools and methods, and repairs. Upon completion, students should be able to understand emerging automotive technologies.

BDF 110 Fermentation Production (Intermittently) 2 4 4

Prerequisites: None

Corequisites: None

This course introduces the basic methodologies used in fermentation. Emphasis is placed on the production of fermented products including ingredients, techniques, fermentation management, storage and sanitation. Upon completion, students should be able to design/produce pilot-scale products to demonstrate how material selection and process conditions can generate different kinds/qualities of products.

BDF 111 BDF Safety and Sanitation (Intermittently) 1 2 2

Prerequisites: None

Corequisites: None

This course covers sanitation, handling and safety with fermentation products, facilities and equipment. Emphasis is placed on the proper chemicals, their selection, handling and

storage for sanitation control within the fermentation environment. Upon completion, students should be able to safely maintain quality and stability of fermentation products.

BDF 112 Survey of Fermented Products (Intermittently) 3 3 4

Prerequisites: None

Corequisites: None

This course provides an introduction to fermented products. Emphasis is placed on history, production, characteristics, taxonomy, and evaluation. Upon completion, students should be able to identify and apply factors relevant to the production of fermented products.

BDF 114 Craft Beer Brewing (Intermittently) 1 3 2

Prerequisites: None

Corequisites: None

This course introduces entry level skills in craft beer brewing. Topics include recipe development, basic sanitation, techniques and equipment used in the production of small batches (5 gallons or less) of craft beer. Upon completion, students should be able to demonstrate how to produce small batches of craft beer and be able to extrapolate concepts to larger future production.

BDF 115 Applied Craft Beverage Microbiology (Intermittently) 3 2 4

Prerequisites: None

Corequisites: None

This course provides an introduction to microbiology and laboratory practices in the brewing industry. Emphasis is placed on yeast biology, fermentation, and microorganisms in brewery/distillation and sanitation. Upon completion, students should be able to demonstrate an understanding of microbiology, laboratory techniques, and commonly used analysis methodologies applied in the brewing industry.

BDF 125 Bev Tech & Calculations (Intermittently) 1 3 2

Prerequisites: None

Corequisites: None

This course introduces technology and mathematical calculations used in craft beverage production. Emphasis is placed on equipment and technology relating to scheduling/record keeping, and recipe development/alcohol control and ingredient usage calculations. Upon completion, students should be able to identify/demonstrate technology and equipment used in craft beverage production and recipe development.

BDF 170 Beverage Tour and Tasting Management (Intermittently) 2 2 3

Prerequisites: None

Corequisites: None

This course covers the role of craft beverage as a destination attraction. Emphasis is placed on developing, marketing and managing the craft beverage experience including customer service, special events, and tasting room operations. Upon completion, students

should be able to demonstrate tasting room management for craft beverages and its application to tourism and economic development.

BDF 180 Sensory Evaluation (Intermittently) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the visual, olfactory, and gustatory parameters used in the evaluation of beer and distillery products. Emphasis is placed on aromas, finish, flavor/taste interactions, and factors affecting product quality, as well as descriptive analysis/model systems, judging systems, set-up, and operation for beverage competitions. Upon completion, students should be able to demonstrate the fundamental principles/practices in sensory analysis and identify elements that influence sensory qualities of particular craft beverages.

BDF 215 Legal Issues - Fermentation (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the laws and regulatory environment particular to the brewing, distillation and fermentation industry. Emphasis is placed on social/ethical responsibilities and the state/federal regulations including licensing, taxation, labeling, record keeping, permits, inspections and laws regarding interstate and international commerce. Upon completion, students should be able to demonstrate an understanding of the laws and regulations that influence the brewing, distillation and fermentation industry.

BDF 220 Applied Craft Beverage Chemistry (Intermittently) 3 2 4

Prerequisites: None

Corequisites: None

This course introduces chemistry fundamentals as they apply to the brewing and distillation industry. Emphasis is placed on elements impacting brewing/distillation including ingredient analysis/fermentation/production chemicals, and properties of gasses/liquids, pH, and pressure. Upon completion, students should be able to demonstrate basic chemistry principles/laboratory techniques to assess/control chemical properties associated with major products of the alcoholic beverage industry.

BDF 261 Beverage Marketing and Sales (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the planning and resources required to market grains/hops/fruit and brewed or distilled products. Emphasis is placed on the nature of the craft beverage market including industry/consumer trends, economic, legal, and social considerations related to branding, pricing, promotion, and distribution. Upon completion, students should be able to demonstrate a basic proficiency of the marketing principles and practices for craft beverages and the grains/hops/fruit from which they are produced.

BIO 094 Concepts of Human Biology (Fall, Spring, Summer) 3 2 4

Prerequisites: RED 090 or DRE 098

Corequisites: None

This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology course.

BIO 106 Intro. to Anatomy/Physiology/Microbiology (Fall) 2 2 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and microorganisms and their significance in health and disease.

BIO 110 Principles of Biology (Fall, Spring, Summer) 3 3 4

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

BIO 111 General Biology I (Fall, Spring, Summer) 3 3 4

Prerequisites: RED 090 or DRE097

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

BIO 112 General Biology II (Fall, Spring, Summer) 3 3 4

Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and

ecological levels. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

BIO 130 Introductory Zoology (Intermittently) 3 3 4

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

BIO 140 Environmental Biology (Fall, Spring, Summer) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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.

BIO 140A Environmental Biology Lab (Fall, Spring, Summer) 0 3 1

Prerequisites: RED 090 or DRE 097

Corequisites: BIO 140

This course provides a laboratory component to complement BIO 140. Emphasis is place 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.

BIO 143 Field Biology Minicourse (Intermittently) 1 2 2

Prerequisites: None

Corequisites: None

This course introduces the biological and physical components of a field environment. Emphasis is placed on a local field environment with extended field trips to other areas. Upon completion, students should be able to demonstrate an understanding of the biological and physical components of the specific biological environment. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

BIO 145 Ecology (Intermittently) 3 3 4

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course provides an introduction to ecological concepts using an ecosystem approach. Topics include energy flow, nutrient cycling, succession, population dynamics, community structure, and other related topics. Upon completion, students should be able to demonstrate comprehension of basic ecosystem structure and dynamics. This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement.

BIO 146 Regional Natural History (Intermittently) 3 3 4

Prerequisites: None

Corequisites: None

This course is an interdisciplinary and historical analysis of the natural resources of the region. Emphasis is placed on geology, climate, forest systems, watersheds, water resources, and fish and wildlife resources of the region. Upon completion, students should be able to demonstrate comprehension of the natural history and the integration of the natural resources of the region. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

BIO 150 Genetics in Human Affairs (Intermittently) 3 0 3

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course describes the importance of genetics in everyday life. Topics include the role of genetics in human development, birth defects, cancer, and chemical exposure, and current issues including genetic engineering and fertilization methods. Upon completion, students should be able to understand the relationship of genetics to society today and its possible influence on our future. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

BIO 161 Introduction to Human Biology (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.

BIO 163 Basic Anatomy & Physiology (Fall, Spring) 4 2 5

Prerequisites: RED 090 or DRE 097

Corequisites: None

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.

BIO 168 Anatomy and Physiology I (Fall, Spring) 3 3 4

Prerequisites: RED 090 or DRE 097, and BIO 094 or
BIO 106 or BIO 110 or BIO 111 or BIO 161 or BIO 163

Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, 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.

BIO 169 Anatomy and Physiology II (Fall, Spring) 3 3 4

Prerequisites: BIO 168

Corequisites: None

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

BIO 175 General Microbiology (Intermittently) 2 2 3

Prerequisites: BIO 110 or BIO 111 or BIO 163 or BIO 168

Corequisites: None

This course covers the principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

BIO 235 Ornithology (Intermittently) 3 3 4

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course introduces the biology of birds. Emphasis is placed on the systematics, recognition, distribution, anatomy, physiology, behavior, and ecology of birds. Upon completion,

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 Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

BUS 115 Business Law I (Fall) 3 0 3

Prerequisites: DRE 097

Corequisites: None

This course introduces the ethics and legal 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 Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

BUS 135 Principles of Supervision (Intermittently) 3 0 3

Prerequisites: BUS 110

Corequisites: None

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the work place.

BUS 137 Principles of Management (Fall, Spring) 3 0 3

Prerequisites: BUS 110

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

BUS 151 People Skills (Intermittently) 3 0 3

Prerequisites: DRE 097

Corequisites: None

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

BUS 225 Business Finance (Fall, Spring) 2 2 3

Prerequisites: ACC 120

Corequisites: None

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS 238 Integrated Management (Spring) 1 2 2

Prerequisites: ACC 120, BUS 137, ECO 251 or ECO 252

Corequisites: None

This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business.

BUS 240 Business Ethics (Spring) 3 0 3

Prerequisites: BUS 110

Corequisites: None

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.

BUS 260 Business Communication (Spring) 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

CET 111 Computer Upgrade/Repair I (Spring) 2 3 3

Prerequisites: EGR 125 or ELC 131

Corequisites: None

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

CET 211 Computer Upgrade/Repair II (Fall) 2 3 3

Prerequisites: CET 111

Corequisites: None

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

CET 222 Computer Architecture (Summer) 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the organization and design philosophy of computer systems with respect to resource management, throughput, and operating system interaction. Topics include instruction sets, registers, data types, memory management, virtual memory, cache, storage management, multi-processing, and pipelining. Upon completion, students should be able to evaluate system hardware and resources for installation and configuration purposes.

CET 251 Software Engineering Principles (Spring) 3 3 4

Prerequisites: CSC 143

Corequisites: None

This course introduces the methodology used to manage the development process for complex software systems. Topics include the software life cycle, resource allocation, team dynamics, design techniques, and tools that support these activities. Upon completion, students should be able to design and build robust software in a team setting.

CET 293 Selected Topics in Comp. Engineering Tech (Fall) 2 3 3

Prerequisites: CET Instructor Permission

Corequisites: None

This course provides an opportunity to explore areas or 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.

CHM 092 Fundamentals of Chemistry (Intermittently) 3 2 4

Prerequisites: MAT 060 or DMA 010, DMA 020, and 030

Corequisites: None

This course covers fundamentals of chemistry with laboratory applications. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts and demonstrate basic laboratory skills necessary for success in college-level science courses.

CHM 130 General Organic & Biochemistry (Fall, Spring, Summer) 3 0 0

Prerequisites: RED 090 or DRE 097, and DMA 010, 020, 030, 040, 050, and 060

Corequisites: CHM 130A

This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CHM 130A General Organic & Biochemistry Lab (Fall, Spring, Summer) 0 2 1

Prerequisites: RED 090 or DRE 097, and DMA 010, 020, 030, 040, 050, and 060

Corequisites: CHM 130

This course is a laboratory for CHM 130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 130. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CHM 131 Introduction to Chemistry (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097, DMA 010, 020, 030, 040, 050, 060, 070, and 080

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.

CHM 131A Introduction to Chemistry Lab (Intermittently) 0 3 1

Prerequisites: RED 090 or DRE 097, DMA 010, 020, 030, 040, 050, 060, 070, and 080

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.

CHM 151 General Chemistry I (Fall, Spring, Summer) 3 3 4

Prerequisites: RED 090 or DRE 097, and DMA 010, 020, 030, 040, 050, 060, 070, and 080

Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

CHM 152 General Chemistry II (Spring) 3 3 4

Prerequisites: CHM 151

Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

CHM 251 Organic Chemistry I (Intermittently) 3 3 4

Prerequisites: CHM 152

Corequisites: None

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

CHM 252 Organic Chemistry II (Intermittently) 3 3 4

Prerequisites: CHM 251

Corequisites: None

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

CHM 261 Quantitative Analysis (Intermittently) 2 6 4

Prerequisites: CHM 152

Corequisites: None

This course introduces classical methods of chemical analysis with an emphasis on laboratory techniques. Topics include statistical data treatment; stoichiometric and equilibrium calculations; and titrimetric, gravimetric, acid-base, oxidation-reduction, and compleximetric methods. Upon completion, students should be able to perform classical quantitative analytical procedures. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CIS 110 Introduction to Computers (Fall, Spring, Summer) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course is not intended for a computer novice; this course involves multiple concepts and is a fast-paced introduction to software applications. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative Option).

CIS 115 Introduction to Programming and Logic (Fall, Spring) 2 3 3

Prerequisites: MAT 121 or 171 or DMA 050

Corequisites: None

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).

CJC 100 Basic Law Enforcement Training (Fall, Spring) 9 30 19

Prerequisites: Sponsorship letter required from a Public Law Enforcement Agency which must be maintained throughout the course.

Corequisites: None

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. This is a certificate-level course.

CJC 111 Introduction to Criminal Justice (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CJC 112 Criminology (Fall, Spring, Summer) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice (Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/ detention of juveniles, and case disposition.

CJC 114 Investigative Photography (Fall) 1 2 2

Prerequisites: None

Corequisites: None

This course covers the operation of digital photographic equipment and its application to criminal justice. Topics include the use of digital cameras, storage of digital images, the retrieval of digital images and preparation of digital images as evidence. Upon completion, students should be able to demonstrate and explain the role and use of digital photography, image storage and retrieval in criminal investigations.

CJC 120 Interviews/Interrogations (Intermittently) 1 2 2

Prerequisites: None

Corequisites: None

This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims.

CJC 121 Law Enforcement Operations (Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CJC 122 Community Policing (Fall, Spring, Summer) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

CJC 131 Criminal Law (Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 131AB Criminal Law 2 0 2

Prerequisites: None

Corequisites: None

The first of two parts of CJC 131.

CJC 131BB Criminal Law 1 0 1

Prerequisites: CJC 213AB

Corequisites: None

A continuation of CJC 131AB and the final part of CJC 131.

CJC 132 Court Procedure and Evidence (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students

should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CJC 144 Crime Scene Processing (Fall) 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the theories and practices of crime scene processing and investigating. Topics include legal considerations at the crime scene, processing indoor and outdoor scenes, recording, note taking, collection and preservation of evidence and submission to the crime laboratory. Upon completion, the student should be able to evaluate and search various crime scenes and demonstrate the appropriate techniques. This course is a unique concentration requirement in the Latent Evidence concentration in the Criminal Justice Technology Program.

CJC 145 Crime Scene CAD (Fall, Spring) 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the student to CAD software for crime scenes. Topics include drawing, editing, file management and drafting theory and practices. Upon completion, the students should be able to produce and plot a crime scene drawing.

CJC 146 Trace Evidence (Fall) 2 3 3

Prerequisites: None

Corequisites: None

This course provides a study of trace evidence as it relates to forensic science. Topics include collection, packaging, and preservation of trace evidence from crime scenes such as bombings, fires and other scenes. Upon completion, students should be able to demonstrate the fundamental concepts of trace evidence collection, preservation and submission to the crime laboratory. This course is a unique concentration requirement in the Latent Evidence concentration in the Criminal Justice Technology Program.

CJC 151 Introduction to Loss Prevention (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.

CJC 212 Ethics and Community Relations (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213 Substance Abuse (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 213AB Substance Abuse AB (Fall) 2 0 2

Prerequisites: None

Corequisites: None

The first of two parts of CJC 213.

CJC 213BB Substance Abuse BB (Spring) 1 0 1

Prerequisites: CJC 213AB

Corequisites: None

A continuation of CJC 213AB and the final part of CJC 213.

CJC 214 Victimology (Fall, Spring, Summer) 3 0 3

Prerequisites: None

Corequisites: None

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

CJC 215 Organization and Administration (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

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.

CJC 221 Investigative Principles (Fall, Spring) 3 2 4

Prerequisites: None

Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information-gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 Criminalistics (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

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

CJC 225 Crisis Intervention (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

CJC 231 Constitutional Law (Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and

its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 241 Community-Based Corrections (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.

CJC 245 Friction Ridge Analysis (Fall) 2 3 3

Prerequisites: None

Corequisites: None

This course introduces the basic elements of fingerprint technology and techniques applicable to the criminal justice field. Topics include the history and meaning of fingerprints, pattern types and classification filing sequence, searching and referencing. Upon completion, the students should be able to discuss and demonstrate the fundamental techniques of basic fingerprint technology. This course is a unique concentration requirement in the Latent Evidence concentration in the Criminal Justice Technology Program.

CJC 246 Advanced Friction Ridge Analysis (Spring) 2 3 3

Prerequisites: CJC 245

Corequisites: None

This course introduces the theories and processes of advanced friction ridge analysis. Topics include evaluation of friction ridges, chart preparation, comparative analysis for values determination rendering proper identification, chemical enhancement and AFIS preparation and usage. Upon completion, students must show an understanding of proper procedures for friction ridge analysis through written testing and practical exercises. This course is a unique concentration requirement in the Latent Evidence concentration in the Criminal Justice Technology Program.

CJC 250 Forensic Biology I (Fall, Spring, Summer) 3 2 4

Prerequisites: None

Corequisites: None

This course covers important biological principles that are applied in the crime laboratory. Topics include forensic toxicology, forensic serology, microscopy, and DNA typing analysis, with an overview of organic and inorganic analysis. Upon completion, students should be able to articulate how a crime laboratory processes physical evidence submitted by law enforcement agencies.

CJC 251 Forensic Chemistry I (Spring) 3 2 4

Prerequisites: None

Corequisites: None

This course provides a study of the fundamental concepts of chemistry as it relates to forensic science. Topics include physical and chemical properties of substances, metric measurements, chemical changes, elements, compounds, gases, and atomic structure. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of forensic chemistry.

COM 110 Introduction to Communication (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal, group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in English Composition.

COM 120 Interpersonal Communication (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in English Composition.

COM 140 Intercultural Communication (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces techniques of cultural research, definitions, functions, characteristics, and impacts of cultural differences in public address. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and experiences determine how one sends and receives messages. Upon completion, students should be able to demonstrate an understanding of the principles and skills needed to become effective in communicating outside one's primary culture. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general elective course in English Composition.

COM 160 Small Group Communication (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides an overview of the theory, practice, and critical analysis of communication in the small group setting. Emphasis is placed on group development, conflict, and conformity; leadership skills and styles; group roles and ranks; and decision making, problem solving, and conflict resolution. Upon completion, students should be able to apply topics of gender, culture, and social-emotional functions within group settings. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) or ICAA as a premajor and/or elective course requirement.

COM 231 Public Speaking (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

COM 251 Debate I (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the principles of debate. Emphasis is placed on argument, refutation, research, and logic. Upon completion, students should be able to use research skills and logic in the presentation of ideas within the context of formal debate. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA DREas a premajor and/or elective course requirement.

COS 111 Cosmetology Concepts I (Fall, Spring) 4 0 4

Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 111AB Cosmetology Concepts I-AB (Fall) 2 0 2

Prerequisites: None

Corequisites: COS 112AB The first of two parts of COS 111.

COS 111BB Cosmetology Concepts I-BB (Spring) 2 0 2

Prerequisites: COS 111AB

Corequisites: COS 112BB

A continuation of COS 111AB and final part of COS 111.

COS 112 Salon I (Fall, Spring) 0 24 8

Prerequisites: None

Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 112AB Salon I-AB (Fall) 0 12 4

Prerequisites: None

Corequisites: COS 111AB The first of two parts of COS 112.

COS 112BB Salon I-BB (Spring) 0 12 4

Prerequisites: COS 112AB

Corequisites: COS 111BB

A continuation of COS 112AB and final part of COS 112.

COS 113 Cosmetology Concepts II (Fall, Spring) 4 0 4

Prerequisites: None

Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 113AB Cosmetology Concepts II-AB (Fall, Spring) 2 0 2

Prerequisites: None

Corequisites: COS 114AB The first of two parts of COS 113.

COS 113BB Cosmetology Concepts II-BB (Fall, Spring) 2 0 2

Prerequisites: COS 113AB

Corequisites: COS 114BB

A continuation of COS 113AB and final part of COS 113.

COS 114 Salon II (Fall, Spring) 0 24 8

Prerequisites: None

Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design,

hair- cutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 114AB Salon II-AB (Fall, Spring) 0 12 4

Prerequisites: None

Corequisites: COS 113AB The first of two parts of COS 114

COS 114BB Salon II-BB (Spring) 0 12 4

Prerequisites: COS 114AB

Corequisites: COS 113BB

A continuation of COS 114AB and final part of COS 114.

COS 115 Cosmetology Concepts III (Fall, Spring, Summer) 4 0 4

Prerequisites: None

Corequisites: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 115AB Cosmetology Concepts III-AB (Fall, Spring) 2 0 2

Prerequisites: None

Corequisites: COS 116

The first of two parts of COS 115.

COS 115BB Cosmetology Concepts III-BB (Spring) 2 0 2

Prerequisites: COS 115AB

Corequisites: COS 116

A continuation of COS 115AB and final part of COS 115.

COS 116 Salon III (Fall, Spring, Summer) 0 12 4

Prerequisites: None

Corequisites: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

CSC 139 Visual BASIC Programming (Fall) 2 3 3

Prerequisites: CIS 115

Corequisites: None

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 Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

CSC 143 Object-Oriented Programming (Summer) 2 3 3

Prerequisites: CSC 151

Corequisites: None

This course introduces the concepts of object-oriented programming. 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, test, debug, and implement objects at the application level using the appropriate environment.

CSC 151 Java Programming 2 3 3

Prerequisites: EGR 125 or ELN 232

Corequisites: None

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

CSC 239 Advanced Visual BASIC Programming (Spring) 2 3 3

Prerequisites: CSC 139

Corequisites: None

This course is a continuation of CSC 139 using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

CUL 112 Nutrition for Foodservice (Spring) 3 0 3

Prerequisites: None

Corequisites: None

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.

CUL 120 Purchasing (Fall) 2 0 2

Prerequisites: None

Corequisites: CUL 120A

This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specification, and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

CUL 120A Purchasing Lab (Fall) 0 2 1

Prerequisites: None

Corequisites: CUL 120

This course provides a laboratory experience for enhancing student skills in purchasing for foodservice operations. Emphasis is placed on practical experiences in yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications; and software applications. Upon completion, students should be able to demonstrate practical applications of purchasing within the hospitality industry.

CUL 130 Menu Design (Fall) 2 0 2

Prerequisites: None

Corequisites: None

This course introduces menu design and its relationship to foodservice operations. Topics include layout, marketing, concept development, dietary concerns, product utilization, target consumers, and trends. Upon completion, students should be able to design, create, and produce menus for a variety of foodservice settings.

CUL 135 Food and Beverage Service (Fall) 2 0 2

Prerequisites: None

Corequisites: CUL 135A

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.

CUL 135A Food and Beverage Service Lab (Fall) 0 2 1

Prerequisites: None

Corequisites: CUL 135

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

CUL 140 Culinary Skills I (Fall) 2 6 5

Prerequisites: MAT 060 or DMA 010, DMA 020, and DMA 030

Corequisites: CUL 110

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

CUL 160 Baking I (Fall) 1 4 3

Prerequisites: MAT 060 or DMA 010, DMA 020, and DMA 030

Corequisites: CUL 110

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

CUL 170 Garde Manger I (Fall) 1 4 3

Prerequisites: CUL 240

Corequisites: CUL 110

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology.

CUL 230 Global Cuisines (Fall)**1 8 5**

Prerequisites: CUL 110, CUL 140, CUL 240

Corequisites: None

This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.

CUL 240 Culinary Skills II (Spring)**1 8 5**

Prerequisites: CUL 110, CUL 140

Corequisites: None

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

CUL 250 Classical Cuisine (Spring)**1 8 5**

Prerequisites: CUL 110, CUL 140, and CUL 240

Corequisites: None

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.

CUL 260 Baking II (Spring)**1 4 3**

Prerequisites: CUL 110, CUL 160

Corequisites: None

This course is designed to further students' knowledge in ingredients, weights and measures, baking terminology, and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating, and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, and dessert buffet production skills.

CUL 270 Garde Manger II (Spring)**1 4 3**

Prerequisites: CUL 110, CUL 140, and CUL 170

Corequisites: None

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.

DBA 110 Database Concepts (Fall, Spring) 2 3 3

Prerequisites: None

Corequisites: None

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

DBA 115 Database Applications (Fall) 2 2 3

Prerequisites: DBA 110

Corequisites: None

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.

DFT 119 Basic CAD (Summer) 1 2 2

Prerequisites: None

Corequisites: None

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

DFT 151 CAD I (Spring) 2 3 3

Prerequisites: CIS 110, CIS 113, or EGR 125

Corequisites: None

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.

DMA 010 Operations with Integers .75 .50 1

Prerequisites: Appropriate score on Course Readiness Assessments

Corequisites: None

This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

DMA 020 Fractions and Decimals .75 .50 1

Prerequisite: DMA 010

Corequisite: None

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

DMA 030 Proportions/Ratios/Rate/Percent .75 .50 1

Prerequisite: DMA 010 and DMA 020

Corequisite: None

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

DMA 040 Expressions, Linear Equations/Inequalities .75 .50 1

Prerequisite: MAT 060 or DMA 010, DMA 020, and DMA 030

Corequisite: None

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

DMA 050 Graphs/Equations of Lines .75 .50 1

Prerequisite: DMA 010, DMA 020, DMA 030, DMA 040; MAT 060 and DMA 040

Corequisite: None

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

DMA 060 Polynomials/Quadratic Applications .75 .50 1Prerequisite: DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050;
MAT 060 and MAT 070

Corequisite: None

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

DMA 070 Rational Expressions and Equations .75 .50 1

Prerequisite: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 and DMA 060;
MAT 060 and MAT 070

Corequisite: None

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

DMA 080 Radical Expressions and Equations .75 .50 1

Prerequisite: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, and DMA 070

Corequisite: None

This course provides a study of problems involving algebraic representations of the manipulation of radical expressions and the application of radical equations. Topics include simplifying and performing operations with radical expressions and rational exponents, solving radical equations, and determining the seasonableness of a solution. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

DRA 111 Theatre Appreciation (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

DRA 170 Play Production I (Intermittently) 0 9 3

Prerequisites: None

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

DRA 171 Play Production II (Intermittently) 0 9 3

Prerequisites: DRA 170

Corequisites: None

This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

DRE 096 Integrated Reading and Writing I 2.5 1 3

Prerequisites: None

Corequisites: None

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

DRE 097 Integrated Reading and Writing II 2.5 1 3

Prerequisites: DRE 096 or ENG 080 or RED 090

Corequisites: None

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

DRE 098 Integrated Reading and Writing III 2.5 1 3

Prerequisites: DRE 097 or any 2 of the following: ENG 090, ENG 080, and/or RED 090

Corequisites: None

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

DRE 099 Integrated Reading and Writing III 2 0 2

Prerequisites: DRE 097

Corequisites: ENG 111

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

ECO 251 Principles of Microeconomics (Fall) 3 0 3

Prerequisites: DRE 097, DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050

Corequisites: None

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under Comprehensive Articulation Agreement as a general education core requirement in social/behavioral sciences.

ECO 252 Principles of Macroeconomics (Spring) 3 0 3

Prerequisites: DRE 097, DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050

Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved for transfer under Comprehensive Articulation Agreement as a general education course in social/behavioral sciences.

EDU 118 Principles and Practice of Inst. Asst. (Fall) 3 0 3

Prerequisites: None

Corequisites: DRE-097

This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

EDU 119 Introduction to Early Child Education (Fall, Spring) 4 0 4

Prerequisites: None

Corequisites: None

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

EDU 131 Child, Family and Community (Fall) 3 0 3

Prerequisites: None

Corequisites: DRE-097

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. This course is also available through the Virtual Learning Community (VLC).

EDU 144 Child Development I (Fall) 3 0 3

Prerequisites: None

Corequisites: DRE-097

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is also available through the Virtual Learning Community (VLC).

EDU 145 Child Development II (Spring) 3 0 3

Prerequisites: None

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

EDU 146 Child Guidance (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: DRE-097

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self-control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. This course is also available through the Virtual Learning Community (VLC).

EDU 151 Creative Activities (Spring) 3 0 3

Prerequisites: None

Corequisites: DRE-097

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. This course is also available through the Virtual Learning Community (VLC).

EDU 153 Health, Safety and Nutrition (Spring) 3 0 3

Prerequisites: None

Corequisites: DRE-097

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. This course is also available through the Virtual Learning Community (VLC).

EDU 184 Early Child Intro. Pract. (Fall) 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 on site faculty visits.

EDU 216 Foundations in Education (Fall, Spring) 4 0 4

Prerequisites: ENG 111

Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a pre-major and/or elective course requirement.

EDU 221 Children with Exceptionalities (Fall) 3 0 3

Prerequisites: EDU-144 and EDU-145, or PSY-244 and PSY-245

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. This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement at select institutions. This course is also available through the Virtual Learning Community (VLC).

EDU 222 Learners with Behavioral Disorders (Fall) 3 0 3

Prerequisites: EDU-144 and EDU-145 or PSY-244 and PSY-245

Corequisites: DRE-098

This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems.

EDU 234 Infants, Toddlers and Twos (Spring) 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.

EDU 248 Developmental Delays (Spring) 3 0 3

Prerequisites: EDU-144 and EDU-145 or PSY-244 and PSY-245

Corequisites: DRE-098

This course covers the causes and assessment of developmental delays and individualized instruction and curriculum for children with developmental delays. Emphasis is placed on definition, characteristics, assessment, educational strategies, inclusion, family involvement, and services for children with developmental delays. Upon completion, students should be able to identify, assess, and plan educational intervention strategies for children with developmental delays and their families.

EDU 250 PRAXIS I Preparation (Intermittently) 1 0 1

Prerequisites: None

Corequisites: DRE-098

This course is designed to prepare potential teachers for the PRAXIS I exam that is necessary to enter the field of education. Emphasis is placed on content specifications of the PRAXIS I exam, study skills and simulated examinations. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of the PRAXIS I exam.

EDU 251 Exploration Activities (Spring) 3 0 3

Prerequisites: None

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.

EDU 259 Curriculum Planning (Fall, Spring) 3 0 3

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.

EDU 261 Early Childhood Administration I (Fall) 3 0 3

Prerequisites: None

Corequisites: DRE-098 and 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 pro-gram budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. This course is also available through the Virtual Learning Community (VLC).

EDU 262 Early Childhood Administration II (Spring) 3 0 3

Prerequisites: EDU-261

Corequisites: DRE-098 and EDU-119

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. This course is also available through the Virtual Learning Community (VLC).

EDU 271 Educational Technology (Fall) 2 2 3

Prerequisites: None

Corequisites: DRE-098

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. This course is also available through the Virtual Learning Community (VLC).

EDU 280 Language and Literacy Experiences (Fall) 3 0 3

Prerequisites: None

Corequisites: DRE-098

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/

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

EDU 282 Early Childhood Literature (Spring) 3 0 3

Prerequisites: None

Corequisites: DRE-098

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

EDU 284 Early Child Capstone Prac (Spring) 1 9 4

Prerequisites: EDU-144, EDU-145, EDU-146, EDU-151 and EDU-259

Corequisites: DRE-098

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and on-site faculty visits.

EGR 125 Appl Software for Tech (Fall, Spring, Summer) 1 2 2

Prerequisites: None

Corequisites: None

This course introduces personal computer software and teaches students how to customize the software for technical applications. Emphasis is placed on the use of common office applications software programs such as spreadsheets, word processing, graphics, and internet access. Upon completion, students should be able to demonstrate competency in using applications software to solve technical problems and communicate the results in text and graphical formats.

EGR 150 Introduction to Engineering (Fall) 1 2 2

Prerequisites: None

Corequisites: None

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

EGR 220 Engineering Statics (Spring)**3 0 3**

Prerequisites: MAT 272 and PHY 251

Corequisites: MAT 273

This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

EGR 250 Statics/Strength of Mater**4 3 5**

Prerequisites: MAT 121 or MAT 171

Corequisites: None

This course includes vector analysis, equilibrium or 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.

ELC 111 Introduction to Electricity (Fall, Spring, Summer) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

ELC 113 Residential Wiring I (Fall)**2 6 4**

Prerequisites: None

Corequisites: None

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

ELC 113AB Residential Wiring I-AB (Fall)**1 3 2**

Prerequisites: None

Corequisites: None

The first of two parts of ELC 113.

ELC 113BB Residential Wiring I-BB (Spring) 1 3 2

Prerequisites: ELC 113AB

Corequisites: None

A continuation of ELC 113AB and final part of ELC 113.

ELC 115 Industrial Wiring (Spring) 2 6 4

Prerequisites: ELC 111 or ELC 113 or ELC 131

Corequisites: None

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC 117 Motors and Controls (Spring) 2 6 4

Prerequisites: ELC 111 or ELC 112 or ELC 131

Corequisites: None

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.

ELC 117AB Motors and Controls-AB (Fall) 1 3 2

Prerequisites: ELC 111, ELC 112, or ELC 131

Corequisites: None

The first of two parts of ELC 117.

ELC 117BB Motors and Controls-BB (Spring) 1 3 2

Prerequisites: ELC 117AB

Corequisites: None

A continuation of ELC 117A and final part of ELC 117.

ELC 126 Electrical Computations (Fall, Spring, Summer) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the fundamental applications of mathematics which are used by an electrical/electronics technician. Topics include whole numbers, fractions, decimals, powers, roots, simple electrical formulas, and usage of a scientific calculator. Upon completion, students should be able to solve simple electrical mathematical problems.

ELC 131 Circuit Analysis I (Fall) 3 3 4

Prerequisites: None

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.

ELC 131AB Circuit Analysis-AB (Fall) 1 3 2

Prerequisites: None

Corequisites: ELC 131A

The first of two parts of ELC 131.

ELC 131BB Circuit Analysis-BB (Spring) 3 0 3

Prerequisites: ELC 131AB

Corequisites: ELC 131A

A continuation of ELC 131AB and final part of ELC 131.

ELC 131A Circuit Analysis I Lab (Fall, Spring) 0 3 1

Prerequisites: None

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.

ELC 213 Instrumentation (Spring) 3 2 4

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.

ELC 228 PLC Applications (Fall) 2 6 4

Prerequisites: ELC 128 or ELN 260

Corequisites: None

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

ELC 228AB PLC Applications-AB (Fall) 1 3 2

Prerequisites: ELC 128 or ELN 260

Corequisites: None

The first of two parts of ELC 228.

ELC 228BB PLC Applications-BB (Spring)	1 3 2
Prerequisites: ELC 228AB	
Corequisites: None	
A continuation of ELC 228AB and final part of ELC 228.	
ELC 231 Electric Power Systems (Fall, Spring)	3 2 4
Prerequisites: ELC 111 or ELC 112 or ELC 131	
Corequisites: None	
This course covers the basic principles of electric power systems, including transmission lines, generator and transformer characteristics, and fault detection and correction. Emphasis is placed on line diagrams and per unit calculations for circuit performance analysis in regards to voltage regulation, power factor, and protection devices. Upon completion, students should be able to analyze simple distribution subsystems, calculate fault current, and determine the size and type of circuit protection devices.	
ELC 233 Energy Management (Spring)	2 2 3
Prerequisites: None	
Corequisites: None	
This course covers energy management principles and techniques typical of those found in industry and commercial facilities, including load control and peak demand reduction systems. Topics include load and peak demand calculations, load shedding, load balance and power factor, priority scheduling, remote sensing and control, and supplementary/alternative energy sources. Upon completion, students should be able to determine energy management parameters, calculate demand and energy use, propose energy management procedures, and implement alternative energy sources.	
ELN 131 Analog Electronics I (Spring)	3 3 4
Prerequisites: ELC 112 or ELC 131	
Corequisites: None	
This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.	
ELN 131AB Analog Electronics I - AB (Fall)	1 3 2
Prerequisites: ELC 112 or ELC 131	
Corequisites: None	
The first of two parts of ELN 131.	
ELN 131BB Analog Electronics I - BB (Spring)	2 0 2
Prerequisites: ELN 131AB	
Corequisites: None	
A continuation of ELN 131AB and final part of ELN 131.	

ELN 132 Analog Electronics II (Fall) 3 3 4

Prerequisites: ELN 131

Corequisites: None

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.

ELN 132AB Linear IC Applications - AB (Fall) 1 3 2

Prerequisites: ELN 131

Corequisites: None

The first of two parts of ELN 132.

ELN 132BB Analog Electronics II - BB (Spring) 2 0 2

Prerequisites: ELN 132AB

Corequisites: None

A continuation of ELN 132AB and final part of ELN 132.

ELN 133 Digital Electronics (Fall, Summer) 3 3 4

Prerequisites: None

Corequisites: None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI), analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

ELN 133AB Digital Electronics - AB (Fall) 1 3 2

Prerequisites: None

Corequisites: None

The first of two parts of ELN 133.

ELN 133BB Digital Electronics - BB (Spring) 2 0 2

Prerequisites: ELN 133AB

Corequisites: None

A continuation of ELN 133AB and final part of ELN 133.

ELN 229 Industrial Electronics (Spring) 3 3 4

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices.

Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

ELN 229AB Industrial Electronics-AB (Fall) 1 3 2

Prerequisites: ELC 112 or ELC 131

Corequisites: None

The first of two parts of ELN 229.

ELN 229BB Industrial Electronics-BB (Spring) 2 0 2

Prerequisites: ELN 229AB

Corequisites: None

A continuation of ELN 229AB and final part of ELN 229.

ELN 232 Introduction to Microprocessors (Spring) 3 3 4

Prerequisites: ELN 133

Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 232AB Introduction to Microprocessors-AB (Fall) 1 3 2

Prerequisites: ELN 133

Corequisites: None

The first of two parts of ELN 232.

ELN 232BB Introduction to Microprocessors-BB (Spring) 2 0 2

Prerequisites: ELN 232AB

Corequisites: None

A continuation of ELN 232AB and final part of ELN 232.

ELN 235 Data Communication Systems (Fall, Spring) 3 3 4

Prerequisites: None

Corequisites: None

This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.

ELN 235AB Data Communication Systems-AB (Fall)	1	3	2
Prerequisites: None			
Corequisites: None			
The first of two parts of ELN 235.			
ELN 235BB Data Communication Systems-BB (Spring)	2	0	2
Prerequisites: ELN 235AB			
Corequisites: None			
A continuation of ELN 235AB and final part of ELN 235.			
ELN 236 Fiber Optics and Lasers (Spring)	3	2	4
Prerequisites: None			
Corequisites: None			
This course introduces the fundamentals of fiber optics and lasers. Topics include the transmission of light; characteristics of fiber optics and lasers and their systems; fiber optic production; types of lasers; and laser safety. Upon completion, students should be able to understand fiber optic communications and basic laser fundamentals.			
ELN 236AB Fiber Optics and Lasers-AB (Fall)	1	2	2
Prerequisites: None			
Corequisites: None			
The first of two parts of ELN 236.			
ELN 236BB Fiber Optics and Lasers-BB (Spring)	2	0	2
Prerequisites: ELN 236AB			
Corequisites: None			
A continuation of ELN 236AB and final part of ELN 236.			
ELN 237 Local Area Networks (Intermittently)	2	3	3
Prerequisites: ELN 235			
Corequisites: None			
This course introduces the fundamentals of local area networks and their operation. Topics include the characteristics of network topologies, system hardware, system configuration, installation and operation of the LAN. Upon completion, students should be able to install and maintain a local area network.			
ELN 238 Advanced LANs (Intermittently)	2	3	3
Prerequisites: ELN 237			
Corequisites: None			
This course covers advanced concepts, tools, and techniques associated with servers, workstations, and overall local area network performance. Topics include network security and configuration, system performance and optimization, communication protocols and packet formats, troubleshooting techniques, multi-platform integration, and other related			

topics. Upon completion, students should be able to use advanced techniques to install, manage, and troubleshoot networks and optimize server and workstation performance.

ELN 260 Prog Logic Controllers (Summer) 3 3 4

Prerequisites: None

Corequisites: None

This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.

ELN 275 Troubleshooting (Summer) 1 3 2

Prerequisites: ELN 131 and ELN 133

Corequisites: None

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.

ELT 111 Intro. to Electric Line Construction (Fall, Spring) 2 0 2

Prerequisites: None

Corequisites: None

This course introduces basic principles of electricity, tools, and materials. Topics include electrical distribution systems and components and line installation and maintenance applications. Upon completion, students should be able to identify tools and explain their use in electrical distribution systems.

ELT 111A Intro. to Electric Line Construction Lab (Fall, Spring) 0 6 2

Prerequisites: None

Corequisites: ELT 111

This course provides a laboratory setting to enhance basic electric lineman skills. Emphasis is placed on integrating classroom learning with hands-on experience. Upon completion, students should be able to demonstrate employability and work-related skills required for electric line construction.

ELT 112 National Electrical Safety Code (Spring) 2 2 3

Prerequisites: None

Corequisites: None

This course covers the use of the current National Electrical Safety Code. Topics include terms, systems, meters, overhead and underground construction and maintenance procedures. Upon completion, students should be able to apply principles of the NESC.

ELT 112AB National Electrical Safety Code-AB (Spring) 2 0 2

Prerequisites: None

Corequisites: None

The First of two parts of ELT 112.

ELT 112BB National Electrical Safety Code-BB (Spring) 0 2 1

Prerequisites: None

Corequisites: None

A continuation of ELT 112 AB and the final part of ELT 112. The courses are not required to be taken in sequential order.

ELT 114 Overhead Line Construction I (Fall, Spring) 2 0 2

Prerequisites: ELT 111

Corequisites: None

This course introduces the basics of Power Line Construction. Topics include safe work habits, protective equipment, and pole climbing techniques. Upon completion, students should be able to identify, inspect, and use equipment and demonstrate climbing techniques.

ELT 115 Overhead Line Construction II (Spring) 2 0 2

Prerequisites: ELT 114

Corequisites: None

This course introduces line maintenance, construction, and framing. Topics include safe working practices and procedures of working off a pole using hooks. Upon completion, students should be able to construct a line and perform routine maintenance to specifications.

ELT 116 Overhead Line Construction III (Spring) 2 0 2

Prerequisites: ELT 115

Corequisites: None

This course introduces the phase of energized line work. Topics include the use of aerial lifts and the application of rubber protective equipment. Upon completion, students will be able to delineate proper techniques of energized line work.

ELT 117 Overhead Line Construction IV (Spring) 2 0 2

Prerequisites: ELT 116

Corequisites: None

This course introduces regulators, reclosures, and fuse coordination. Topics include these concepts as applied to substation operation. Upon completion, students should be able to explain the operation of bypass, reclosures, and regulators in distribution substation.

ELT 117AB Overhead Line Construction IV-AB (Spring) 1 0 1

Prerequisites: ELT 116

Corequisites: None

The first of two parts of ELT 117

ELT 117BB Overhead Line Construction IV-BB (Spring) 1 0 1

Prerequisites: ELT 116

Corequisites: None

A continuation of ELT 117 AB and the final part of ELT 117 The courses are not required to be taken in sequential order.

ELT 211 Underground Line Construction I (Fall, Spring) 2 0 2

Prerequisites: None

Corequisites: None

This course introduces grounding an underground distribution system. Topics include terminators, elbows, and transformers; underground installation, safety practices. Upon completion, students should be able to relate safety practices associated with URD systems and delineate proper underground system makeup.

ELT 212 Underground Line Construction II (Spring) 2 0 2

Prerequisites: ELT 211

Corequisites: None

This course covers underground troubleshooting and associated equipment. Topics include fault locating, single and three-phase enclosures, and URD procedures. Upon completion, students should be able to install enclosures and recognize and utilize equipment used in URD troubleshooting.

ELT 221 Advanced Line Construction (Spring) 2 0 2

Prerequisites: ELT 117 and ELT 212

Corequisites: None

This course introduces advanced concepts in line construction. Topics include required OSHA training in trenching and excavations, digital paneling for regulators and reclosure, and lightning protection. Upon completion, students should be able to identify lightning, trenching, and/or excavation safety practices and explain the use of digital panels.

ELT 221AB Advanced Line Construction-AB (Spring) 1 0 1

Prerequisites: ELT 117 and ELT 212

Corequisites: None

The first of two parts of ELT 221

ELT 221BB Advanced Line Construction-BB (Spring) 1 0 1

Prerequisites: ELT 117 and ELT 212

Corequisites: None

A continuation of ELT 221 AB and the final part of ELT 221. The courses are not required to be taken in sequential order.

ENG 101 Applied Communications I (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. This is a diploma-level course.

ENG 111 Writing and Inquiry (Fall, Spring, Summer) 3 0 3

Prerequisites: ENG 090 and RED 090, or ENG 095, or DRE 098

Corequisites: ACA 115 or ACA 122

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the ICAA and CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English. This is a Universal General Education Transfer Component (UGETC) course.

ENG 111-HN Writing and Inquiry- Honors (Intermittently) 3 0 3

Prerequisites: Minimum Course Readiness Reading Assessment score of 96 or SAT score of 550 on critical reading portion or ACT score of 23 on the reading portion.

Corequisites: ACA 115 or ACA 122

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the ICAA and CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English. This is a Universal General Education Transfer Component (UGETC) course.

ENG 112 Writing/Research in the Disciplines 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the ICAA and CAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 112-HN Writing/Research in the Disciplines (Honors) 3 0 3

Prerequisites: ENG 111HN or permission of the Instructor

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the ICAA and CAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

ENG 114 Pro Research and Reporting (Fall, Spring, Summer) 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.

ENG 125 Creative Writing I (Intermittently) 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) or ICAA as a premajor and/or elective course requirement.

ENG 126 Creative Writing II (Intermittently) 3 0 3

Prerequisites: ENG 125

Corequisites: None

This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

ENG 231 American Literature I (Fall, Spring) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 232 American Literature II (Fall, Spring) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

ENG 233 Major American Writers (Intermittently) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and their literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

ENG 241 British Literature I (Intermittently) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

ENG 242 British Literature II (Intermittently) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

ENG 253 The Bible as Literature (Intermittently) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course introduces the Hebrew Old Testament and the Christian New Testament as works of literary art. Emphasis is placed on the Bible's literary aspects including history, composition, structure, and cultural contexts. Upon completion, students should be able to identify and analyze selected books and passages using appropriate literary conventions. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

ENG 261 World Literature I (Intermittently) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

ENG 262 World Literature II (Intermittently) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

ENG 273 African-American Literature (Intermittently) 3 0 3

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course provides a survey of the development of African-American literature from its beginning to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and the 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 Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

EPT 120 Sociology of Disaster (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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, disasters warning, and evacuation considerations. Upon completion, students should be able to assess and predict the impact of disaster-related human behavior.

EPT 130 Mitigation and Preparedness (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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

EPT 140 Emergency Management 3 0 3

Prerequisites: None

Corequisites: None

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, student should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

EPT 150 Incident Management (Spring) 3 0 3

Prerequisites: None

Corequisites: None

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.

EPT 210 Response and Recovery (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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

EPT 220 Terrorism and Emergency Management (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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

EPT 275 Emergency Operations Center Management (Spring) 3 0 3

Prerequisites: None

Corequisites: None

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 and EOC. Upon completion, students should be able to demonstrate how to set up and operate an effective emergency operations center.

ETR 210 Introduction to Entrepreneurship (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course provides a survey of the starting and operating of an entrepreneurial venture. Topics include new venture creation, the business plan, economics of the business, determining resource needs and acquiring resources, marketing, technology, leadership skills, and business ethics. Upon completion, students should be able to demonstrate an understanding of entrepreneurship concepts and how to use the entrepreneurial mindset to succeed in their careers.

FIP 120 Introduction to Fire Protection (Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course provides an overview of the history, development, methods, systems, and regulations as they apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and other related topics. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

FIP 124 Fire Protection & Public Ed. (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces fire prevention concepts as they relate to community and industrial operations referenced in the NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

FIP 124 Building Construction(Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include they development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

FIP 136 Inspection and Codes (Summer) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the fundamentals of fire and building codes and procedures to conduct an inspection. 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.

FIP 152 Fire Protection Law (Fall) 3 0 3

Prerequisites: None

Corequisites: None

This course covers fire protection law. Topics include torts, 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.

FIP 176 HazMat: Operations (Spring) 4 0 4

Prerequisites: None

Corequisites: None

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.

FIP 220 Fire Fighting Strategies (Fall) 3 0 3

Prerequisites: None

Corequisites: None

This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system related to operations involving various emergencies in fire/non-fire situations, meeting NFPA 1021.

FIP 220 AB Fire Fighting Strategies – AB (Spring) 2 0 2

Prerequisites: None

Corequisites: None

The first of two parts of FIP 220.

FIP 220 BB Fire Fighting Strategies – BB (Fall) 1 0 1

Prerequisites: FIP 220AB

Corequisites: None

A continuation of FIP 220 AB and final part of FIP 220.

FIP 228 Local Government Finance (Spring) 3 0 3

Prerequisites: None

Corequisites: None

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

to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

FRE 211 Intermediate French I (Intermittently) 3 0 3

Prerequisites: FRE 112

Corequisites: None

This course provides a review and expansion of the essential skills of the French 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 Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

FRE 212 Intermediate French II (Intermittently) 3 0 3

Prerequisites: FRE 211

Corequisites: None

This course is a continuation of FRE 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 Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

GEO 111 World Regional Geography (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the regional concept that 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 Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

GRD 110 Typography I (Fall) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.

GRD 151 Computer Design Basics (Spring) 1 4 3

Prerequisites: None

Corequisites: None

This course covers designing and drawing with various types of software applications for advertising and graphic design. Emphasis is placed on creative and imaginative use of space, shapes, value, texture, color, and typography to provide effective solutions to advertising and graphic design problems. Upon completion, students should be able to use the computer as a creative tool.

GRD 152 Computer Design Tech I (Fall) 1 4 3

Prerequisites: GRD 151

Corequisites: None

This course covers complex design problems utilizing various design and drawing software applications. Topics include the expressive use of typography, image, and organization to communicate a message. Upon completion, students should be able to use appropriate computer software to professionally present.

GRD 160 Photo Fundamentals I (Fall) 1 4 3

Prerequisites: None

Corequisites: None

This course introduces basic camera operations, roll film processing, and photographic print production. Topics include contrast, depth-of-field, subject composition, enlarger operation, and density control. Upon completion, students should be able to produce photographic prints with acceptable density values and quality.

GRD 241 Graphic Design III (Fall) 2 4 4

Prerequisites: DES 136 or GRD 142

Corequisites: None

This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving.

GRD 242 Graphic Design IV (Spring) 2 4 4

Prerequisites: GRD 241

Corequisites: None

This course is a continuation of GRD 241. Emphasis is placed on using advanced media techniques, concepts, strategies, and professionalism in all aspects of design. Upon completion, students should be able to conceptualize, create, and produce designs for reproduction.

GRD 265 Digital Print Production (Spring)**1 4 3**

Prerequisites: GRD 151 or GRA 151

Corequisites: None

This course covers preparation of digital files for output and reproduction. Emphasis is placed on output options, separations, color proofing, and cost and design considerations. Upon completion, students should be able to prepare files and select appropriate output methods for design solutions.

GRD 275 Animation I (Fall)**1 3 2**

Prerequisites: GRD 151 or GRA 151

Corequisites: None

This course introduces the concepts and development of animation. Emphasis is placed on theory, storyboarding, narration, sequence implementation, appropriate software usage, and audio visual manipulation. Upon completion, students should be able to successfully complete computer-generated animated sequences.

GRD 280 Portfolio Design (Spring)**2 4 4**

Prerequisites: GRD 142 and GRD 152 or GRA 152

Corequisites: None

This course covers the organization and presentation of a design/advertising or graphic art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials.

GRD 281 Design of Advertising(Fall)**2 0 2**

Prerequisites: GRD 151

Corequisites: None

This course explores the origins, roles, scope, forms, and development of advertising. Emphasis is placed on advertising development from idea through production and the interrelationship of marketing to types of advertising, media, and organizational structure. Upon completion, students should be able to demonstrate an understanding of the complexities and relationships involved in advertising design.

GRD 285 Client/Media Relations (Spring)**1 2 2**

Prerequisites: GRD 142 and GRA 121 or GRA 152 or GRD 152

Corequisites: None

This course introduces media pricing, scheduling, and business ethics. Emphasis is placed on communication with clients and determination of clients' advertising needs. Upon completion, students should be able to use professional communication skills to effectively orchestrate client/media relationships.

GRO 120 Gerontology (Fall) 3 0 0 3

Prerequisites: None

Corequisites: None

This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

GRO 220 Psy/Soc. Aspects of Aging (Spring) 3 0 0 3

Prerequisites: PSY 150

Corequisites: None

This course covers the individual and social aspects of the aging process. Topics include psychological and social factors of aging; roles of older adults within families, work, and community; and adjustments to aging and retirement.

GRO 230 Health Wellness & Nutrition (Spring) 3 2 0 4

Prerequisites: None

Corequisites: None

This course covers the basic concepts of health, wellness, and nutrition related to aging. Emphasis is placed on nutrition and diet, physical activity and exercise, and maintenance of well-being. Upon completion, students should be able to identify health, wellness, and nutrition concepts related to aging.

HBI 110 Issues and Trends in HBI (Spring) 3 0 0 3

Prerequisites: None

Corequisites: None

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

HBI 113 Survey of Med Insurance (Spring) 3 0 0 3

Prerequisites: None

Corequisites: None

This course is a survey of the healthcare insurance systems. Emphasis is placed on the foundation necessary for understanding the healthcare delivery system, terminology and practices of healthcare insurance, and provider reimbursement. Upon completion, students should have an understanding of healthcare insurance and how outcomes are addressed through healthcare informatics.

HBI 250 Data Management & Utilization (Fall) 2 2 0 3

Prerequisites: Choose One: DBA 110, DBA 120, or DBA 210

Corequisites: None

This course covers the management and usage of data in healthcare settings according to current practices in healthcare informatics. Topics include data warehousing, data integrity, data security, data mining, and report generating in healthcare settings. Upon completion, students should be able to demonstrate and understanding of using healthcare data to support reporting and decision making in healthcare settings.

HEA 110 Personal Health/Wellness (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

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.

HEA 112 First Aid and CPR (Fall, Spring) 1 2 2

Prerequisites: None

Corequisites: None

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

HIS 111 World Civilizations I (Fall, Spring, Summer) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 112 World Civilizations II (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon

completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 116 Current World Problems (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course covers current world events from an historical perspective. Topics include regional problems as well as international concerns. Upon completion, students should be able to analyze significant current world problems from an historical perspective. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

HIS 121 Western Civilization I (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in Western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

HIS 122 Western Civilization II (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

HIS 131 American History I (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the Comprehensive Articulation

Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 132 American History II (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

HIS 162 Women and History (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course surveys the experience of women in historical perspective. Topics include the experiences and contributions of women in culture, politics, economics, science, and religion. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural contributions of women in history. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

HIS 211 Ancient History (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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

HIS 221 African-American History (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, student 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 Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirements.

HIS 226 The Civil War (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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

HIS 227 Native American History (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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

HIS 228 History of the South (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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

HIS 236 North Carolina History (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

HIS 261 East Asian History (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course surveys the history of China and Japan from the development of civilization in Asia to the present. Emphasis is placed on the evaluation of social, political, economic, and governmental structures in China and Japan. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in East Asia. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

HIS 262 Middle East History (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present. Emphasis is placed on social, political, economic, religious, and governmental structures in the Middle East. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the Middle East. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

HMT 110 Intro to Healthcare Management (Fall) 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the functions, practices, organizational structures, and professional issues in healthcare management. Emphasis is placed on planning, controlling, directing, and communications within health and human services organizations. Upon completion, students should be able to apply the concepts of management within a healthcare service environment.

HOR 245 Horticulture Specialty Crops (Intermittently) 2 2 3

Prerequisites: None

Corequisites: None

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.

HRM 110 Introduction to Hospitality and Tourism (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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.

HRM 120 Front Office Procedures (Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces a systematic approach to lodging front office procedures. Topics include reservations, registration, guest satisfaction, occupancy and revenue management, security, interdepartmental communications, and related guest services. Upon completion, students should be able to demonstrate a basic understanding of current front office operating systems, including efficient and courteous guest services.

HRM 140 Legal Issues-Hospitality (Summer) 3 0 3

Prerequisites: None

Corequisites: None

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.

HRM 193 Selected Topics in Dining Room Management (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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. This course will focus on the management of services in the dining room environment.

HRM 215 Restaurant Management (Spring) 3 0 3

Prerequisites: CUL 135 or HRM 124

Corequisites: HRM 215A

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

HRM 215A Restaurant Management Lab (Spring) 0 2 1

Prerequisites: CUL 135 or HRM 124

Corequisites: HRM 215

This course provides a laboratory experience for enhancing student skills in the responsibilities and activities encountered in managing a food and beverage operation. Emphasis is

placed on practical applications of planning, organization, accounting, marketing, trends, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate a basic proficiency in restaurant management operations which may include overseeing and execution of production and service.

HRM 220 Cost Control - Food and Beverage (Spring) 3 0 3

Prerequisites: None

Corequisites: None

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 operating troubleshooting and problem solving.

HRM 225 Beverage Management (Summer) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the management of beverages served in hospitality operations. Topics include history and trends; service, procurement, and storage; knowledge and control of wines and fermented/distilled beverages; and non-alcoholic beverages, coffees, and teas. Upon completion, students should be able to demonstrate an understanding of responsible alcohol service and the knowledge of beverages consumed in a hospitality operation.

HRM 240 Marketing for Hospitality (Spring) 3 0 3

Prerequisites: None

Corequisites: None

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.

HRM 245 Human Resource Management - Hospitality (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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.

HRM 280 Management Problems - Hospitality (Fall) 3 0 3

Prerequisites: HRM 110

Corequisites: None

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.

HSE 110 Intro to Human Services (Fall) 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, and disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

HSE 112 Group Process I (Spring) 1 2 0 2

Prerequisites: None

Corequisites: None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

HSE 123 Interviewing Techniques (Spring) 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

HSE 125 Counseling (Spring) 2 2 0 3

Prerequisites: PSY 150

Corequisites: None

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

HSE 210 Human Service Issues (Spring) 2 0 0 2

Prerequisites: None

Corequisites: None

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.

HSE 220 Case Management 2 2 0 3

Prerequisites: HSE 110

Corequisites: None

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

HSE 225 Crisis Intervention (Spring) 3 0 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

HUM 110 Technology and Society (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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

HUM 115 Critical Thinking (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: ENG 111

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in the

Humanities/Fine Arts. This course may meet the SACS humanities requirement for AAS degree programs.

HUM 120 Cultural Studies (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

HUM 130 Myth in Human Culture (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

HUM 150 American Women's Studies (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

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 Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

HUM 160 Introduction to Film (Intermittently) 2 2 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

- HUM 211 Humanities I (Intermittently) 3 0 3**
 Prerequisites: ENG 111
 Corequisites: None
 This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.
- HUM 212 Humanities II (Intermittently) 3 0 3**
 Prerequisites: ENG 111
 Corequisites: None
 This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studies. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.
- HYD 110 Hydraulics/Pneumatics I (Fall) 2 3 3**
 Prerequisites: DMA 010, DMA 020, and DMA 030
 Corequisites: None
 This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.
- HYD 110AB Hydraulics/Pneumatics I-AB (Fall) 2 0 2**
 Prerequisites: DMA 010, DMA 020 and DMA 030, and DMA 040
 Corequisites: None
 The first of two parts of HYD 110.
- HYD 110BB Hydraulics/Pneumatics I-BB (Spring) 0 3 1**
 Prerequisites: HYD 110AB
 Corequisites: None
 A continuation of HYD 110AB and final part of HYD 110.

INT 110 International Business (Fall) 3 0 3

Prerequisites: DRE 097

Corequisites: None

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.

ISC 112 Industrial Safety (Fall, Spring) 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. This course meets the OSHA requirement for the 30 hour general industry outreach training and students are eligible to receive an OSHA-issued completion card.

ITN 150 Internet Protocols (Spring) 2 2 3

Prerequisites: NET 110 and WEB 110

Corequisites: None

This course introduces the student to the application protocols used on the Internet. Topics include HTTP, Secure HTTP, TCP/IP, and related applications such as FTP, TELNET, and PING. Upon completion, students should be able to use the protocols as they pertain to the Internet as well as setup and maintain these protocols. This course is also available through the Virtual Learning Community (VLC).

LOG 110 Introduction to Logistics (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry.

LOG 125 Transportation Logistics (Intermittently) 3 0 3

Prerequisites: None

Corequisites: None

This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry.

LOG 211 Distribution Management (Intermittently) 2 2 3

Prerequisites: LOG 110

Corequisites: None

This course covers the functions, techniques, and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking, and cost. Upon completion, students should be able to describe the role of warehouses and distribution centers, apply industry principles and terminology, and understand distribution productivity measures.

LOG 215 Supply Chain Management (Intermittently) 3 0 3

Prerequisites: LOG 110

Corequisites: None

This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units, describe the materials management processes, and prepare for the APICS CPIM examination.

LOG 225 Logistics Systems (Intermittently) 3 2 4

Prerequisites: LOG 215

Corequisites: None

This course covers the design, implementation, and application of logistics software systems utilized by businesses to improve accountability, and capabilities of their logistics processes. Emphasis is placed on an in-depth understanding of logistical software applications, optimization models, automated data collection, electronic data interchange, and other logistics software tools. Upon completion, students should be able to identify the various logistics software applications and explain how they are utilized to improve business and logistics processes.

LOG 235 Import/Export Management (Intermittently) 3 0 3

Prerequisites: LOG 125

Corequisites: None

This course introduces the elements of import and export operations, from transportation to documentation, finance, and security and the effects on the global supply chain. Emphasis is placed on existing import/export regulations, customs documentation, intermodal transportation, foreign freight forwarders, global technology, and homeland security initiatives. Upon completion, students should be able to perform import/export operations, channels of distribution, implemented technologies, and associate with operating a secure supply chain.

LOG 240 Purchasing Logistics (Intermittently) 3 0 3

Prerequisites: LOG 110

Corequisites: None

This course introduces the various aspects of purchasing, and their impact on materials management, supply chain, transportation, and global logistics processes. Emphasis is placed on the different methods of electronic sourcing, negotiating and pricing principles, and on the internal and external considerations associated with international logistics. Upon completion, students should be able to describe and apply the principles and terminology used in procurement including electronic data interchange services, purchasing and logistics systems.

LOG 250 Advanced Global Logistics (Intermittently) 3 2 4

Prerequisites: LOG 125

Corequisites: None

This course covers the advanced application of global operations and logistics strategies, planning, technology, risk, and management necessary to cope with the global business environment. Emphasis is placed on an in-depth understanding of global sourcing, shipping, tracking, and e-logistics systems necessary to operate inbound/outbound logistics in a global market. Upon completion, students should be able to identify the different global markets and logistics technology available to process international inbound/outbound logistics transactions.

MAC 121 Introduction to CNC (Fall) 2 0 2

Prerequisites: None

Corequisites: None

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include set-up, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

MAC 122 CNC Turning (Fall) 1 3 2

Prerequisites: MAC 121

Corequisites: None

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

MAC 124 CNC Milling (Spring) 1 3 2

Prerequisites: MAC 121

Corequisites: None

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part

production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MAC 141 Machining Applications I (Fall) 2 6 4

Prerequisites: None

Corequisites: None

This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process specific machining equipment, measurement devices, setup and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

MAC 141A Machining Applications I Lab (Fall) 0 6 2

Prerequisites: None

Corequisites: MAC 141

This course provides an introduction to a variety of material-working processes, in a laboratory setting, that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

MAC 142 Machining Applications II (Spring) 2 6 4

Prerequisites: MAC 141

Corequisites: None

This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.

MAC 142A Machining Applications II Lab (Spring) 0 6 2

Prerequisites: MAC 141

Corequisites: MAC 142

This course provides laboratory instruction in the wide variety of processes associated with machining. Topics include safety, equipment setup, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.

MAC 143 Machining Applications III (Summer) 2 6 4

Prerequisites: MAC 142 and MAC 142A

Corequisites: None

This course provides instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process.

MAC 151 Machining Calculations (Fall) 1 2 2

Prerequisites: None

Corequisites: None

This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

MAC 152 Advanced Machining Calculations (Spring) 1 2 2

Prerequisites: MAC 151

Corequisites: None

This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.

MAC 171 Measure/Material & Safety (Fall) 0 2 1

Prerequisites: None

Corequisites: None

This course introduces precision measuring instruments, process control and adjustment, inspection, material handling and workplace safety. Topics include properly identifying and handling various measurement instruments and materials, process control, adjustment and improvement, personal protective equipment (PPE) and OSHA safety regulations. Upon completion, students should be able to safely demonstrate effective measurement techniques, identify and handle various materials, and explain safe industry practices

MAC 222 Advanced CNC Turning (Spring) 1 3 2

Prerequisites: MAC 122 and MEC 231

Corequisites: None

This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers.

MAC 224 Advanced CNC Milling (Fall)**1 3 2**

Prerequisites: MAC 124

Corequisites: None

This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.

MAC 226 CNC EDM Machining (Spring)**1 3 2**

Prerequisites: MAC 121 and MEC 231

Corequisites: None

This course introduces the programming, setup, and operation of CNC electrical discharge machines. Topics include programming formats, control functions, program editing, production of parts, and inspection. Upon completion, students should be able to manufacture simple parts using CNC electrical discharge machines.

MAC 234 Advanced Multi-Axis Machining (Spring)**2 3 3**

Prerequisites: MAC 224 and MEC 231

Corequisites: None

This course includes multi-axis machining using machining centers with multi-axis capabilities. Emphasis is placed on generation of machining center input with a CAM system and setup and operation of pallet changer and rotary system for multi-axis machining fixtures. Upon completion, students should be able to convert CAD to output for multi-axis machining centers, including tooling, setup, and debugging processes.

MAC 241 Jigs and Fixtures I (Fall)**2 6 4**

Prerequisites: MAC 142

Corequisites: None

This course introduces the application and use of jigs and fixtures. Emphasis is placed on design and manufacture of simple jigs and fixtures. Upon completion, students should be able to design and build simple jigs and fixtures.

MAC 241AB Jigs and Fixtures I-AB (Fall)**1 3 2**

Prerequisites: MAC 142

Corequisites: None

The first of two parts of MAC 241.

MAC 241BB Jigs and Fixtures I-BB (Spring)**1 3 2**

Prerequisites: MAC 241AB

Corequisites: None

A continuation of MAC 241AB and final part of MAC 241.

MAT 122 Algebra/Trigonometry II (Fall, Spring) 2 2 3

Prerequisites: MAT 121

Corequisites: None

This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

MAT 141 Mathematical Concepts I (Fall, Spring) 3 0 3Prerequisites: MAT 070 or DMA 010, DMA 020, DMA 030, and DMA 040;
MAT 121 or MAT 171

Corequisites: None

This course is the first of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. Under the CAA and ICAA, this course satisfies the general education Mathematics requirement for the AA degree. It does not satisfy the general education Mathematics requirement for the AS degree.

MAT 142 Mathematical Concepts II (Intermittently) 3 0 3

Prerequisites: MAT 141

Corequisites: None

This course is the second of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on probability, statistics, functions, introductory geometry, and mathematics of finance. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts and utilize technology as a mathematical tool. Under the CAA and ICAA, this course satisfies the general education Mathematics requirement for the AA degree. It does not satisfy the general education Mathematics requirement for the AS degree.

MAT 143 Quantitative Literacy (Fall, Spring, Summer) 2 2 3Prerequisites: MAT 070 or DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050,
and DRE 098

Corequisites: None

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by

decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

MAT 152 Statistical Methods I (Fall, Spring, Summer) 3 2 4

Prerequisites: MAT 070 or DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050, and DRE 098

Corequisites: None

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

MAT 171 Precalculus Algebra (Fall, Spring, Summer) 3 2 4

Prerequisites: MAT 080 or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, DMA 080, MAT 121

Corequisites: None

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

MAT 172 Precalculus Trigonometry (Fall, Spring, Summer) 3 2 4

Prerequisites: MAT 171

Corequisites: None

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

MAT 263 Brief Calculus (Fall, Spring, Summer) 3 2 4

Prerequisites: MAT 171

Corequisites: None

This course is designed to introduce concepts of differentiation and integration and their application to solving problems. Topics include graphing, differentiation, and integration

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.

MAT 285 Differential Equations (Intermittently) 2 2 3

Prerequisites: MAT 272

Corequisites: None

This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and LaPlace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

MEC 231 Computer-Aided Manufacturing I (Fall) 1 4 3

Prerequisites: DFT 119

Corequisites: None

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.

MEC 231AB Computer-Aided Manufacturing I-AB (Fall) 1 2 2

Prerequisites: DFT 119

Corequisites: None

The first of two parts of MEC 231.

MEC 231BB Computer-Aided Manufacturing I-BB (Spring) 0 2 1

Prerequisites: MEC 231AB

Corequisites: None

A continuation of MEC 231AB and final part of MEC 231.

MEC 232 Computer-Aided Manufacturing II (Spring) 1 4 3

Prerequisites: MEC 231

Corequisites: None

This course provides an in-depth study of CAM applications and concepts. Emphasis is placed on the manufacturing of complex parts using computer-aided manufacturing software. Upon completion, students should be able to manufacture complex parts using CAM software.

MEC 232AB Computer-Aided Manufacturing II-AB (Fall) 1 2 2

Prerequisites: MEC 231

Corequisites: None

The first of two parts of MEC 232.

MEC 232BB Computer-Aided Manufacturing II-BB (Spring) 0 2 1

Prerequisites: MEC 232AB

Corequisites: None

A continuation of MEC 232AB and final part of MEC 232.

MED 110 Orientation to Medical Assist (Fall) 1 0 1

Prerequisites: Admission to MED Program

Corequisites: MED 130, ACA 115, BIO 163, CIS 110, ENG 111, and OST 141

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

MED 130 Administrative Office Procedures I (Fall) 1 2 2

Prerequisites: Admission to MED program

Corequisites: MED 110, ACA 115, BIO 163, CIS 110, ENG 111, and OST 141

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131 Administrative Office Procedures II (Spring) 1 2 2

Prerequisites: MED 110, MED 130, ACA 115, BIO 163, CIS 110, ENG 111, and OST 141

Corequisites: MED 140, MED 150, OST 142, and OST 149

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED 140 Exam Room Procedures I (Spring) 3 4 5

Prerequisites: MED 110, MED 130, ACA 115, BIO 163, CIS 110, ENG 111, and OST 141

Corequisites: MED 131, MED 150, OST 142, and OST 149

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED 272 Drug Therapy (Spring) 3 0 3

Prerequisites: MED 240, MED 270, MAT 110, OST 148

Corequisites: COM 110, HUM/FA Elective, MED 274 or OST 247 and OST 248

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

MED 274 Diet Therapy / Nutrition 3 0 3

Prerequisites: MED 240, MED 270, MAT 110, OST 148

Corequisites: MED 272, COM 110, HUM/FA Elective

This course introduces the basic principles of nutrition as they relate to health and disease. Topics include basic nutrients, physiology, dietary deficiencies, weight management, and therapeutic nutrition in wellness and disease. Upon completion, students should be able to interpret clinical and dietary data and provide patient counseling and education.

MKT 120 Principles of Marketing (Fall, Spring) 3 0 3

Prerequisites: DRE 097

Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 123 Fundamentals of Selling (Spring, Summer) 3 0 3

Prerequisites: DRE 097

Corequisites: None

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

MKT 223 Customer Service (Spring) 3 0 3

Prerequisites: OST 136, OST 164

Corequisites: None

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

MNT 110 Introduction to Maintenance Procedures (Spring) 1 3 2

Prerequisites: None

Corequisites: None

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

MUS 110 Music Appreciation (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

MUS 131 Chorus I (Intermittently) 0 2 1

Prerequisites: None

Corequisites: None

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 Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

MUS 132 Chorus II (Intermittently) 0 2 1

Prerequisites: None

Corequisites: None

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 Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

NOS 231 Windows Administration II (Spring) 2 2 3

Prerequisites: NOS 230

Corequisites: None

This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group policies and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system.

NUR 101 Practical Nursing I (Fall) 7 6 6 11

Prerequisites: Admission to the Practical Nursing Program

Corequisites: CIS 110, BIO 163

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, student should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

NUR 102 Practical Nursing II (Spring) 8 0 12 12

Prerequisites: BIO 163, CIS 110, and NUR 101

Corequisites: ENG 111

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

NUR 103 Practical Nursing III (Summer) 6 0 12 10

Prerequisites: ENG 111, and NUR 102

Corequisites: PSY 150

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

NUR 111 Introduction to Health Concepts (Fall) 4 6 6 8

Prerequisites: Admission to the Associate Degree Nursing Program

Corequisites: ACA 122, BIO 168 and CHM 130/CHM 130A

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts (Spring) 3 0 6 5

Prerequisites: NUR 111, BIO 168, ACA 122, and CHM 130/CHM 130A

Corequisites: BIO 169 and PSY 150

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

NUR 113 Family Health Concepts (Summer) 3 0 6 5

Prerequisites: NUR 114 or NUR 214, BIO 169 and PSY 150

Corequisites: MAT 171

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

NUR 114 Holistic Health Concepts (Spring) 3 0 6 5

Prerequisites: NUR 112, BIO 168, ACA 122, and CHM 130/CHM 130A

Corequisites: BIO 169, PSY 150

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

NUR 211 Health Care Concepts (Fall) 3 0 6 5

Prerequisites: NUR 113 and MAT 171

Corequisites: ENG 111, PSY 241

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 Health System Concepts (Fall) 3 0 6 5

Prerequisites: NUR 211 and MAT 171

Corequisites: ENG 111, PSY 241

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 Complex Health Concepts (Spring) 4 3 15 10

Prerequisites: NUR 212, ENG 111, and PSY 241

Corequisites: ENG 114 and HUM 115 or PHI 215 or PHI 240

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

NUR 214 Nursing Transition Concepts (Spring) 3 0 3 4

Prerequisites: Admission to Associate Degree Nursing Transition Program,
Licensed Practical Nurse, and NUR 101, NUR 102, NUR 103, ACA 122,
BIO 168, CHM 130/CHM 130A

Corequisites: BIO 169 and PSY 150

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

OST 142 Medical Terms II-Medical Office (Fall, Spring, Summer) 3 0 3

Prerequisites: OST 141 or MED 121

Corequisites: None

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

OST 148 Medical Coding Billing and Insurance (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces fundamentals of medical coding, billing and insurance. Emphasis is placed on the medical billing cycle to include third-party payers, coding concepts and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

OST 149 Medical Legal Issues (Fall, Spring) 3 0 3

Prerequisites: None

Corequisites: None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST 155 Legal Terminology (Fall) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course covers the terminology appropriate to the legal profession. Topics include legal research, court systems, litigation, civil and criminal law, probate, real and personal property, contracts and leases, domestic relations, equity, and corporations. Upon completion, students should be able to spell, pronounce, define, and accurately use legal terms.

OST 156 Legal Office Procedures (Fall) 2 2 3

Prerequisites: OST 134

Corequisites: None

This course covers legal office functions involved in the operation of a law office. Emphasis is placed on procedures in the law office involving the court system, legal research, litigation, probate, and real estate, personal injury, criminal, and civil law. Upon completion, students should be able to demonstrate a high level of competence in performing legal office duties.

OST 159 Legal Office Ethics (Fall)

2 0 2

Prerequisites: None

Corequisites: None

This course introduces the complex legal and ethical issues involved in the role of administrative support personnel in a variety of law-related offices. Topics include conduct compatible with the professional obligations of the employer, legally protected relationships, and the professional responsibilities of the employee. Upon completion, students should be able to conduct themselves in an ethical manner appropriate to a variety of law-related workplaces.

OST 164 Text Editing Applications (Spring)

3 0 3

Prerequisites: ENG 090 or DRE 098

Corequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 184 Records Management (Spring)

2 2 3

Prerequisites: DBA 110

Corequisites: None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 233 Office Publications Design (Fall)

2 2 3

Prerequisites: OST 136

Corequisites: None

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

OST 241 Medical Office Transcription I (Fall)

1 2 2

Prerequisites: MED 122 or OST 142 and OST 244

Corequisites: None

This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties.

OST 243 Medical Office Simulation (Fall) 2 2 3

Prerequisites: OST 148

Corequisites: None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST 244 Medical Document Production (Fall, Summer) 1 2 2

Prerequisites: OST 134, OST 164

Corequisites: None

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

OST 247 Procedure Coding (Fall, Spring) 1 2 2

Prerequisites: MED 121 or OST 141 and MED 122 or OST 142

Corequisites: None

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

OST 248 Diagnostic Coding (Fall, Spring) 1 2 2

Prerequisites: MED 121 or OST 141 and MED 122 or OST 142

Corequisites: None

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

OST 249 CPC Certification (Spring) 3 2 4

Prerequisites: OST 247 and OST 248 and Course Instructor Permission

Corequisites: None

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

OST 251 Legal Document Formatting (Spring) 2 2 3

Prerequisites: OST 134 or OST 136 and OST 155

Corequisites: None

This course is designed to provide experience in the preparation of various types of legal forms and documents. Emphasis is placed on formatting and keying legal forms, documents, and correspondence. Upon completion, students should be able to produce these documents with accuracy and speed.

line drill techniques and Kata for various ranks. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective requirement.

PED 128 Golf-Beginning (Fall, Spring) 0 2 1

Prerequisites: None

Corequisites: None

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate 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 requirement.

PED 130 Tennis-Beginning (Intermittently) 0 2 1

Prerequisites: None

Corequisites: None

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 requirement.

PED 132 Racquetball-Beginning (Fall) 0 2 1

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of racquetball. Emphasis is placed on rules, fundamentals, and strategies of beginning racquetball. Upon completion, students should be able to play recreational racquetball. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective requirement.

PED 139 Bowling-Beginning (Fall, Spring) 0 2 1

Prerequisites: None

Corequisites: None

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 requirement.

PED 143 Volleyball-Beginning (Intermittently) 0 2 1

Prerequisites: None

Corequisites: None

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 requirement.

should be able to successfully participate in nature trail hikes. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

PED 172 Outdoor Living (Intermittently) 1 2 2

Prerequisites: None

Corequisites: BIO 143

This course is designed to acquaint the beginning camper with outdoor skills. Topics include camping techniques such as cooking and preserving food, safety, and setting up camp. Upon completion, students should be able to set up camp sites in field experiences using proper procedures. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PED 181 Snow Skiing-Beginning (Intermittently) 0 2 1

Prerequisites: None

Corequisites: None

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.

PED 215 Outdoor Cycling (Intermittently) 0 2 1

Prerequisites: None

Corequisites: None

This course is designed to promote physical fitness through outdoor cycling. Emphasis is placed on selection and maintenance of the bicycle, gear shifting, pedaling techniques, safety procedures, and conditioning exercises necessary for outdoor cycling. Upon completion, students should be able to demonstrate safe handling of a bicycle for recreational use. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PED 219 Disc Golf (Intermittently) 0 2 1

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting, distance driving, scoring, and single and doubles play. Upon completion, students should be able to perform the skills required in playing situations. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PED 235 Tai Chi (Intermittently) 0 3 1

Prerequisites: None

Corequisites: None

This course introduces martial arts using the Tai Chi form. Topics include proper conditioning exercises, proper terminology, historical foundations, etiquette and drills. Upon completion, students should be able to perform skills and techniques related to this form of martial arts. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PED 250 Officiating Basketball/Volleyball (Intermittently) 1 2 2

Prerequisites: None

Corequisites: None

This course includes the rules and techniques for sports officiating in basketball and volleyball. Emphasis is placed on officiating fundamentals and responsibilities. Upon completion, students should be able to demonstrate proper mechanics and knowledge of officiating procedures in basketball and volleyball. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PED 252 Officiating Baseball/Softball (Intermittently) 1 2 2

Prerequisites: None

Corequisites: None

This course introduces the rules and techniques for sports officiating in baseball and softball. Emphasis is placed on officiating fundamentals and responsibilities. Upon completion, students should be able to demonstrate proper mechanics and knowledge of officiating procedures in baseball and softball. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PED 260 Lifeguard Training (Spring) 1 2 2

Prerequisites: PED 153 or Instructor Permission

Corequisites: None

This course covers the skills, knowledge, and techniques of lifesaving and lifeguarding. Topics include identifying and minimizing aquatic hazards, recognizing and effectively rescuing people in distress, and developing safety skills. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of lifesaving and lifeguarding to pass American Red Cross lifeguarding certification. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PHI 215 Philosophical Issues 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. This course has been approved for transfer under the CAA

and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

PHI 220 Western Philosophy I (Intermittently) 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

PHI 230 Introduction to Logic (Intermittently) 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

PHI 240 Introduction to Ethics (Intermittently) 3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

PHS 121 Applied Physical Science I (Intermittently) 3 2 4

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the general principles of physics and chemistry. Topics include measurement, motion, Newton's laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound, light, electricity, magnetism, and chemical principles. Upon

completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced.

PHS 122 Applied Physical Science II (Intermittently) 3 2 4

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the principles of nuclear energy, modern physics, geology, oceanography, meteorology, and astronomy. Topics include nuclear chemistry, relativity, composition of the earth, geologic processes and time, ocean currents and tides, eroding beaches, climate, weather, atmospheric influences, and the solar system. Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced.

PHS 130 Earth Science (Intermittently) 3 2 4

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a survey of the forces that impact the earth. Topics include geology, oceanography, and meteorology. Upon completion, students should be able to explain and identify the forces within, on, and around the earth as they influence the earth's dynamics. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

PHY 110 Conceptual Physics (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

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 course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

PHY 110A Conceptual Physics Lab (Intermittently) 0 2 1

Prerequisites: RED 090 or DRE 097

Corequisites: PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

PHY 125 Health Sciences Physics (Intermittently) 3 2 4

Prerequisites: MAT 121

Corequisites: None

This course introduces fundamental physical principles as they apply to health technologies. Topics include motion, force, work, power, simple machines, and other topics as required by the students' area of study. Upon completion, students should be able to demonstrate an understanding of the fundamental principles covered as they relate to practical applications in the health sciences.

PHY 131 Physics-Mechanics (Intermittently) 3 2 4

Prerequisites: MAT 121 or MAT 171

Corequisites: None

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

PHY 151 College Physics I (Intermittently) 3 2 4

Prerequisites: MAT 171

Corequisites: None

This course uses algebra – and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

PHY 152 College Physics II (Intermittently) 3 2 4

Prerequisites: PHY 151

Corequisites: None

This course uses algebra-and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

POL 120 American Government (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

POL 130 State and Local Government (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

POL 220 International Relations (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

PSY 110 Life Span Development (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.

PSY 239 Psychology of Personality (Intermittently) 3 0 3

Prerequisites: PSY 150

Corequisites: None

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 Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

PSY 241 Developmental Psychology (Fall, Spring) 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

PSY 263 Educational Psychology (Intermittently) 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

PSY 281 Abnormal Psychology (Intermittently) 3 0 3

Prerequisites: PSY 150

Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

PTA 110 Introduction to Physical Therapy (Spring) 2 3 0 3

Prerequisites: Admission to the Physical Therapist Assistant Program, MAT 171, BIO 168, ENG 111, PSY 150, ACA 115, and CIS 110

Corequisites: BIO 169, COM 231, HUM/FA

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.

PTA 125 Gross and Functional Anatomy (Spring) 3 6 0 5

Prerequisites: PTA 110, MAT 171, BIO 168, ENG 111, ACA 115, and CIS 110

Corequisites: BIO 169, HUM/FA, COM 231

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.

PTA 135 Pathology (Summer) 4 0 0 4

Prerequisites: PTA 125, BIO 169, COM 231 and HUM/FA

Corequisites: PTA 225, PTA 222

This course introduces principles of pathology, processes of and normal responses to injury and disease, and changes related to aging. Emphasis is placed on 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.

PTA 145 Therapeutic Procedures (Fall) 2 6 0 4

Prerequisites: PTA 135, PTA 222, PTA 225

Corequisites: PTA 235

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.

PTA 225 Introduction to Rehabilitation (Summer) 3 3 0 4

Prerequisites: PTA 125, BIO 169, COM 231 and HUM/FA

Corequisites: PTA 135 and PTA 222

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.

PTA 235 Neurological Rehabilitation (Fall) 3 6 0 5

Prerequisites: PTA 135, PTA 225, and PTA 222

Corequisites: PTA 145

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.

PTA 245 PTA Clinical III (Fall) 0 0 12 4

Prerequisites: PTA 145 and PTA 235

Corequisites: None

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.

PTA 255 PTA Clinical IV (Spring) 0 0 12 4

Prerequisites: PTA 212 and PTA 215

Corequisites: None

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.

REL 110 World Religions (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

REL 211 Introduction to Old Testament (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

REL 212 Introduction to New Testament (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

SAB 110 Substance Abuse Overview (Spring) 3 0 3

Prerequisites: DRE 097

Corequisites: None

This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.

SEC 110 Security Concepts (Fall, Summer) 2 2 3

Prerequisites: NET 110 or NET 125

Corequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SEC 150 Secure Communications 2 2 3

Prerequisites: SEC 110 and NET 125/NET 110

Corequisites: None

This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual

Private Networks, SSL, SSH and IPSec. Upon completion, students should be able to implement secure data transmission technologies.

SEC 160 Security Administration I 2 2 3

Prerequisites: SEC 110 and NET 125/NET 110

Corequisites: None

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.

SEC 210 Intrusion Detection 2 2 3

Prerequisites: SEC 160

Corequisites: None

This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products, traffic analysis, and planning and placement of intrusion detection solutions. Upon completion, students should be able to plan and implement intrusion detection solution for networks and host-based systems.

SEC 220 Defense-in-Depth 2 2 3

Prerequisites: SEC 160

Corequisites: None

This course introduces students to the concepts of defense-in-depth, a security industry best practice. Topics include firewalls, backup systems, redundant systems, disaster recovery, and incident handling. Upon completion, students should be able to plan effective information security defenses, backup systems, and disaster recovery procedures.

SEC 289 Security Capstone Project 1 4 3

Prerequisites: None

Corequisites: SEC 220

This course provides the student the opportunity to put into practice all the skills learned to this point. Emphasis is placed on security policy, process planning, procedure definition, business continuity, and systems security architecture. Upon completion, students should be able to design and implement comprehensive information security architecture from the planning and design phase through implementation.

SGD 111 Intro. to Simulation and Game Development (Fall) 2 3 3

Prerequisites: None

Corequisites: None

This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, core mechanics, game genres, AI, the psychology of game design and

SOC 210 Introduction to Sociology (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

SOC 213 Sociology of the Family (Fall, Spring) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

SOC 220 Social Problems (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

SOC 240 Social Psychology (Intermittently) 3 0 3

Prerequisites: RED 090 or DRE 097

Corequisites: None

This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Social/Behavioral Sciences.

SPA 161 Cultural Immersion (Intermittently) 2 3 3

Prerequisites: SPA 111

Corequisites: None

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 Comprehensive Articulation Agreement (CAA) and ICAA as a premajor and/or elective course requirement.

SPA 211 Intermediate Spanish I (Intermittently) 3 0 3

Prerequisites: SPA 112

Corequisites: None

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 Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

SPA 212 Intermediate Spanish II (Intermittently) 3 0 3

Prerequisites: SPA 211

Corequisites: None

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 Comprehensive Articulation Agreement (CAA) and ICAA as a general education course in Humanities/Fine Arts.

SST 140 Green Bldg & Design Concepts (Fall) 3 0 3

Prerequisites: None

Corequisites: None

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

SWK 110 Intro to Social Work (Fall)**3 0 3**

Prerequisites: None

Corequisites: None

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

SWK 113 Working With Diversity (Fall)**3 0 3**

Prerequisites: DRE 097

Corequisites: None

This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

TNE 241 Network Management (Spring)**2 3 3**

Prerequisites: ELN 237

Corequisites: None

This course introduces theory and provides experience in analyzing and troubleshooting telecommunication network systems. Topics include physical issues, software debugging, viruses, e-mail, traffic management, server and router configuration, documentation, and equipment use. Upon completion, students should be able to identify and resolve telecommunication network problems.

TRN 110 Intro to Transport Tech (Fall)**1 2 2**

Prerequisites: None

Corequisites: None

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN 120 Basic Transp Electricity (Fall)**4 3 5**

Prerequisites: None

Corequisites: None

This course covers basic electrical theory, wiring diagrams, test equipment, and, diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law,

circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

TRN 120A Basic Transp Electricity Lab (Fall) 0 3 1

Prerequisites: None

Corequisites: TRN 120

This course provides a lab that allows students to enhance their understanding of electrical components and circuits used in the transportation industry. Topics include inspection, diagnosis, and repair of electrical components and circuits using appropriate service information for specific transportation systems. Upon completion, students should be able to diagnose and service electrical components and circuits used in transportation systems.

TRN 130 Intro to Sustainable Transp (Fall) 2 2 3

Prerequisites: None

Corequisites: None

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.

TRN 140 Transp Climate Control (Spring) 1 2 2

Prerequisites: None

Corequisites: 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.

TRN 140A Transp Climate Cont Lab (Spring) 1 2 2

Prerequisites: None

Corequisites: 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.

WBL 114 Work-Based Learning I (Fall, Spring) 0 0 40 4

Prerequisites: For Electric Line Construction, completion of 9 semester credit hours and one major core course.

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. The Associate Vice President of Instruction will assign appropriate personnel to monitor student progress and attendance.

WBL 115 Work-Based Learning Seminar I 1 0 0 1

Prerequisites: None

Corequisites: WBL 111

This course is designed to be taken during the same semester as WBL 111 to allow students to reflect on what they are learning during their co-op work experience and to make connections between academic concepts and their application in the field. Emphasis is placed on integrating classroom learning with related work experience. Appropriate departmental faculty will monitor student progress and attendance.

WBL 121 Work-Based Learning II (Fall, Spring, Summer) 0 0 10 1

Prerequisites: For Hospitality Management – Instructor Permission Required

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL 124 Work-Based Learning II (Fall, Spring) 0 0 40 4

Prerequisites: For Electric Lineman Technology (ELT), WBL 114

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. The Associate Vice President of Instruction will assign appropriate personnel to monitor student progress and attendance.

WBL 131 Work-Based Learning III (Fall, Spring, Summer) 0 0 10 1

Prerequisites: For Culinary Arts – CUL 240

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating

classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL 134 Work Based Learning III (Fall, Spring) 0 0 40 4

Prerequisites: For Electric Lineman Technology (ELT), WBL 124

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. The Associate Vice President of Instruction will assign appropriate personnel to monitor student progress and attendance.

WBL 211 Work-Based Learning IV (Fall, Spring, Summer) 0 0 10 1

Prerequisites: For Culinary Arts – CUL 240

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WEB 110 Internet/Web Fundamentals (Fall, Spring) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces Work 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.

WEB 111 Introduction to Web Graphics (Fall) 2 2 3

Prerequisites: None

Corequisites: None

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

WEB 250 Database Driven Web sites (Spring) 2 2 3

Prerequisites: DBA 110, DBA 115, WEB 140, and CSC 139

Corequisites: None

This course introduces dynamic (database-driven) web site 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.

WEB 287 Web E-Portfolio (Spring) 1 2 2

Prerequisites: None

Corequisites: WEB 250

This course covers the creation and organization of a web-based e-portfolio that includes a resume, references, and comprehensive academic and work samples. Emphasis is placed on creating an e-portfolio with solid design and demonstrable content, the production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to present their own domain with included professional e-portfolio elements of resume, sample work, and related self-promotional materials.

WLD 110 Cutting Processes (Fall) 1 3 2

Prerequisites: None

Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 112 Basic Welding Processes (Spring) 1 3 2

Prerequisites: None

Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate (Fall) 2 9 5

Prerequisites: None

Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 115AC SMAW (Stick) Plate-AC (Fall) 1 3 2

Prerequisites: None

Corequisites: None

This first of three parts of WLD 115.

WLD 115BC SMAW (Stick) Plate-BC (Spring) 1 3 2

Prerequisites: WLD 115AC

Corequisites: None

A continuation of WLD 115AC and second part of WLD 115.

WLD 115CC SMAW (Stick) Plate-CC (Fall) 0 3 1

Prerequisites: WLD 115BC

Corequisites: None

A continuation of WLD 115BC and final part of WLD 115.

WLD 116 SMAW (Stick) Plate/Pipe (Spring) 1 9 4

Prerequisites: WLD 115

Corequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD 116AC SMAW (Stick) Plate/Pipe-AC (Spring) 1 3 2

Prerequisites: None

Corequisites: None

The first of three parts of WLD 116.

WLD 116BC SMAW (Stick) Plate/Pipe-BC (Fall) 0 3 1

Prerequisites: WLD 116AC

Corequisites: None

A continuation of WLD 116AC and second part of WLD 116.

WLD 116CC SMAW (Stick) Plate/Pipe-CC (Spring) 0 3 1

Prerequisites: WLD 116BC

Corequisites: None

A continuation of WLD 116BC and final part of WLD 116.

WLD 121 GMAW (MIG) FCAW/Plate (Fall) 2 6 4

Prerequisites: None

Corequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to

perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 121AB GMAW (MIG) FCAW/Plate-AB (Fall) 1 3 2

Prerequisites: None

Corequisites: None

The first of two parts of WLD 121.

WLD 121BB GMAW (MIG) FCAW/Plate-BB (Spring) 1 3 2

Prerequisites: WLD 121AB

Corequisites: None

A continuation of WLD 121AB and final part of WLD 121.

WLD 122 GMAW (MIG) Plate/Pipe (Spring) 1 6 3

Prerequisites: WLD 121

Corequisites: None

This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

WLD 122AB GMAW (MIG) Plate/Pipe-AB (Spring) 1 3 2

Prerequisites: WLD 121

Corequisites: None

The first of two parts of WLD 122.

WLD 122BB GMAW (MIG) Plate/Pipe-BB (Fall) 0 3 1

Prerequisites: WLD 122AB

Corequisites: None

A continuation of WLD 122AB and final part of WLD 122.

WLD 131 GTAW (TIG) Plate (Spring) 2 6 4

Prerequisites: None

Corequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 131AB GTAW (TIG) Plate-AB (Spring) 1 3 2

Prerequisites: None

Corequisites: None

The first of two parts of WLD 131.

WLD 131BB GTAW (MIG) Plate-BB (Fall) 1 3 2

Prerequisites: WLD 131AB

Corequisites: None

A continuation of WLD 131AB and final part of WLD 131.

WLD 132 GTAW (TIG) Plate/Pipe (Summer) 1 6 3

Prerequisites: WLD 131

Corequisites: None

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WLD 132AB GTAW (TIG) Plate/Pipe-AB (Summer) 1 3 2

Prerequisites: None

Corequisites: None

The first of two parts of WLD 132.

WLD 132BB GTAW (TIG) Plate/Pipe-BB (Fall) 0 3 1

Prerequisites: WLD 132AB

Corequisites: None

A continuation of WLD 132AB and final part of WLD 132.

WLD 141 Symbols and Specifications (Fall) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 151 Fabrication I (Fall) 2 6 4

Prerequisites: DFT 119 or DFT 151

Corequisites: MAC 121

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

WLD 151AB Fabrication I-AB (Fall) 1 3 1

Prerequisites: DFT 119 or DFT 151

Corequisites: MAC 121

The first of two parts of WLD 151.

WLD 151BB Fabrication I-BB (Spring) 1 3 2

Prerequisites: WLD 151AB

Corequisites: None

A continuation of WLD 151AB and final part of WLD 151.

WLD 251 Fabrication II (Spring) 1 6 3

Prerequisites: WLD 151

Corequisites: None

This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings.

WLD 251AB Fabrication II-AB (Fall) 1 3 2

Prerequisites: WLD 151

Corequisites: None

The first of two parts of WLD 251.

WLD 251BB Fabrication II-BB (Spring) 0 3 1

Prerequisites: WLD 251AB

Corequisites: None

A continuation of WLD 251AB and final part of WLD 251.

WLD 261 Certification Practices (Spring) 1 3 2

Prerequisites: WLD 115, WLD 121, and WLD 131

Corequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

WLD 262 Inspection and Testing (Spring) 2 2 3

Prerequisites: None

Corequisites: None

This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.



Continuing Education



Purpose Statement

The Continuing Education Department's purpose is to provide adults with quality and convenient learning opportunities consistent with identified student needs. These opportunities are accessible to all adults regardless of age, sex, socioeconomic status, ethnicity, race, religion, or disability. Educational and training programs are designed to enhance the personal, social, and economic potential of the individual and to produce measurable benefits to the community and the state. The Continuing Education Department fulfills this purpose statement by providing the following:

Occupational programs and courses for students desiring to prepare for skilled professions or to upgrade their job skills;

Programs and courses to meet certification, recertification, or continuing education requirements of the individual or the employer;

Occupational training and programs for businesses, industries, and agencies to support economic development;

Programs and courses in Adult Basic Education (ABE), English as a Second Language (ESL), Adult High School Diploma (AHSD), and High School Equivalency (HSE) to enhance personal and professional goals;

Counseling and career guidance, job search services and other programs essential to developing the potential of individual students;

Programs, services, and lifelong learning opportunities to improve the quality of life for an ever-changing diverse community;

Effective and cooperative relationships, which foster partnerships with schools, government agencies, businesses, industries, and other employers, and;

Sound management practices and systematic planning to allocate the resources required to achieve the stated objectives of the Continuing Education Department.

Admission

Any person eighteen years of age or older may register for a Continuing Education class.

High School students between the ages of 16 and 18 years of age who wish to take a Continuing Education course are required to complete a Career and College Promise form and pay the registration fee. Career and College Promise forms should be obtained from a high school counselor.

Prior to the beginning of each semester, a course schedule is published on the college website (www.nashcc.edu). Courses which begin between semesters are announced through local news media.

Fees

A registration fee is charged for each Continuing Education course and is posted on the College website and in the published class schedule. All fees, when charged, are due and payable at registration. Books and supplies are available through the college bookstore. Students who are fire department personnel, law enforcement officers, telecommunicators, and rescue squad personnel may be exempt from the registration fee based on their organization's training needs and affiliation. Students enrolled in Adult Education, Compensatory Education, and Human Resources Development classes may be exempt from the registration fee. Elementary and secondary school employees are exempt from the registration fee in CPR or first aid courses. All students will be required to pay a fee for self-supporting classes. No refunds are given for self-supporting classes.

Attendance

Regular attendance and class participation are essential to effective teaching and learning. Adult students are expected to be regular and punctual in attendance. A minimum of 80% student attendance in each course, including excused absences for religious observances, is required in order for a student to receive a satisfactory completion certificate. Some classes have additional attendance requirements to receive a satisfactory completion certificate and will be outlined in the course syllabus.

Permanent Records

Permanent records are kept on all students who participate in a Continuing Education course. The College also awards the Continuing Education Unit (CEU) as a measure of non-credit for those courses that are approved for CEUs.

Transcripts

Please refer to the "transcripts" section of this catalog, for details on requesting Continuing Education transcripts.

Weapons on Campus

As provided by North Carolina General Statute §14-269.2, all weapons, knives, firearms, dangerous chemicals, or instrumentalities/articles that might be injurious to persons or property are prohibited on Nash Community College's campus.

Exceptions allow for Nash Community College's Police Department, sworn North Carolina and federal law enforcement personnel, law enforcement training courses or clinics, Nash Community College faculty supervised course sessions as part of the regular, approved curriculum, College sanctioned ceremonial events and those exceptions allowed under N.C.G.S §14-269(a.2). This statute provides that a handgun may be brought on campus by an individual who has a valid "concealed handgun permit" and such handgun remains either (1) in a closed compartment or container within such permit holder's locked vehicle, or (2) within a locked container securely affixed to such permit holder's vehicle.

Classes requiring the use of firearms are held in the Continuing Education Building located on the South Campus Connector. All students enrolled in classes requiring the use of firearms must park in the reserved Firing Range Parking Lot designated as P12. Sworn law enforcement personnel are asked to use the South lot, but may also use other parking as necessary.

Occupational Extension Program Areas

Nash Community College, through the Continuing Education Department, offers specifically directed short courses to assist individuals entering certain jobs as well as upgrading skills in existing jobs. Examples are as follows:

Notary Public	Basic Electrical Wiring
ServSafe (food handling course)	Carpentry - Basic
National Electric Code License	QuickBooks
Electrical License Renewal	Teacher Certification Renewal classes
Prep. A+ Certification Prep.	Heating, Venting & Air Conditioning (HVAC)
Networking Certification Prep.	Wastewater Level 1 & 2
Alive at 25	Internet Basics
Truck Driver (CDL) Training	Social Media Management
Computer for Beginners	Tire Manufacturing
Microsoft Office Overview	Web Fundamentals/Web Marketing
Computer Repair	Vehicle Escort Certification
MIG, ARC &TIG Welding	Basic Plumbing
Real Estate CE classes	

Professional In-Service and Certificate Programs

Nash Community College sponsors and promotes a number of educational services which contribute to the needs of business, industry, and the people of Nash County. These programs are intended to improve and update the skills of workers on both a professional and sub-professional level for better job placement and to encourage labor mobility. Examples are as follows:

Vehicle Safety Inspection Certification	Notary Public
OBD II Emissions Certification	Real Estate CE classes
Firefighter Level I & II Certification	Pharmacy Technician
Nurse Aide Level I & II	Veterinary Assistant
Nurse Aide Level I Refresher	ServSafe (food handling course)
Medication Aide	Basic Law Enforcement Training (BLET)
CPR & First Aid	Manicurist/Nail Technician
Teacher Certification Renewal	Emergency Medical Dispatch (EMD)
EMT - Basic, Intermediate & Paramedic	Nurse Aide I Fast Track

Fire and Health Services

Fire and Rescue Training

Nash Community College's Fire Service Training program is designed to provide individuals and firefighters with the information and skills needed for modern firefighting through a variety of learning experiences and training scenarios. The classes are taken directly to firefighters through training sessions held in local departments and at training sites throughout the community. Nash Community College offers NC State certifications in the following categories:

Firefighter I & II	National Fire Academy Courses
Fire Instructor I & II	Fire Officer I, II, & III
Hazardous Materials	Wild Land & Urban Interface Training
Driver Operator	Industrial Fire Brigade and Safety Training
Emergency Response Scuba Diver	Arson Detection
Medical First Responder Training	Entry Level-Professional Firefighter Training
Incident Command System (ICS) Training	Fire & Life Safety Educator Level I, II, & III
Education Methodology	Technical Rescuer (TR)
National Incident Management System (NIMS) Training	

For more information about the Fire & Rescue Programs, please visit Nash Community College's Fire & Health Services website at www.nashcc.edu/fire.

Emergency Medical Services

Nash Community College's Emergency Medical Services program is a comprehensive approach to the delivery of emergency medical care to the critically ill and injured. There are many key components that make up this system including transportation, communication, manpower and training, organization, evaluation, standard record keeping, and public education.

The focus of Nash Community College is to meet the training needs of each component for the overall growth and development of a successful EMS system. Nash Community College offers American Heart Association (AHA) and EMS training in the following categories:

AHA First Aid	AHA Instructor Certification
AHA Cardiopulmonary Resuscitation (CPR)	Emergency Medical Dispatcher (EMD)
First Responder	Medical Responder
Emergency Medical Tech. - Basic (EMT-B)	Advanced Cardiac Life Support (ACLS)
Pediatric Advanced Life Support (PALS)	Brain Trauma Foundation – Provider
Emergency Medical Tech.-Intermediate (EMT-I)	Emergency Medical Tech.-Paramedic (EMT-P)
International Trauma Life Support (ITLS)	Rescue Technician (RT)

For more information about the EMS and AHA Programs, please visit Nash Community College's Fire and Health Services website at www.nashcc.edu/ems.

Nurse Aide I

(Hybrid and Traditional): Prerequisites: Reading and math placement tests with a minimum score of 8.0 on both portions or Silver CRC. Nash Community College's Nurse Aide I course offers basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon successful completion of the course, the student is eligible to make application for the National Nurse Aide Assessment Program (NNAAP). This examination is necessary for listing on the North Carolina Nurse Aide I Registry.

Nurse Aide I Refresher

Prerequisite: Listing on Nurse Aide I Registry within the past four years. The Nurse Aide I Refresher course prepares students who have been on the NAI registry within the past four years, but have allowed their certification to expire, to take the state mandated National Nurse Aide Assessment Program (NNAAP). This examination is necessary for re-listing on the North Carolina Nurse Aide I Registry.

Nurse Aide I Hybrid Fast Track

Prerequisite: Enrollment in a two or four year college/university within the last two years with a minimum GPA of 2.5 or above or reading and math placement tests with a minimum score of 12.0 on both portions. Nurse Aide I Hybrid Fast Track is an accelerated

course that allows students to complete the Nurse Aide I course in an accelerated time of online instruction, offered concurrently with class and clinical time. Hybrid indicates the lecture (theory) portion of the class is online. This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon successful completion of the course, the student is eligible to make application for the National Nurse Aide Assessment Program (NNAAP). This examination is necessary for listing on the North Carolina Nurse Aide I Registry.

Nurse Aide II

(Hybrid and Traditional) Prerequisite: High School Diploma or HSE, certification from a state-approved Nurse Aide I course and current listing on the NC Nurse Aide I Registry with no substantiated charges of resident abuse, neglect, or misappropriation of resident's property. The Nurse Aide II course prepares students to perform more complex skills for patients or residents regardless of the setting. A skill/competency evaluation is required for documenting student competency. The course includes class, laboratory and clinical learning experiences. Upon satisfactory completion of the course and skill/competency evaluation, the student is eligible to apply for listing as a Nurse Aide II by the North Carolina Board of Nursing Nurse Aide II Registry. In all employment settings, the listed Nurse Aide II will work under the direction and supervision of licensed personnel.

Medication Aide

Prerequisite: High School Diploma or High School Equivalency, certification from a state-approved Nurse Aide I course and current listing on the NC Nurse Aide I Registry. Nash Community College's Medication Aide course prepares students to pass medication in skilled nursing facilities. 100% attendance is required for successful completion of the course. Upon successful completion of the course, the student is eligible to make application for the state mandated Medication Aide Exam. This examination is necessary for listing on the North Carolina Medication Aide Registry.

EMT Basic to Nurse Aide Level I Bridge

Prerequisite: Current certification as an EMT Basic. This course offers a bridge from EMT Basic to Nurse Aide I. Graduates are qualified to take the State Mandated NACES (Nurse Aide Competency Evaluation Service) test for listing on the Nurse Aide I Registry.

Law Enforcement Training

Criminal Justice In-Service Training

Continuous and comprehensive training is essential for those individuals employed in a Criminal Justice occupation. Nash Community College provides an assortment of programs designed to meet the needs of this demanding profession. Examples are as follows:

Arrest, Search & Seizure

HazMat for Law Enforcement

K-9 Handler Training

Officer Survival

ASP Training

Radar Certification/Recertification

Civil Liabilities

Crime Prevention

Defensive Driving

Firearms In-Service Training

Firearms – Tactical & Combat Courses

For an up-to-date training calendar and contact information, please refer to the Nash Community College website at www.nashcc.edu. Place the cursor on Continuing Education and click on Law Enforcement Training.

Detention Officer Certification Course

The Detention Officer Certification Course is designed to train qualified participants to function as detention officers. The course is governed by the North Carolina Sheriffs' Education and Training Standards Commission and the North Carolina Criminal Justice Education and Training Standards Commission.

Customized Industry Training

The Customized Training Program provides customized training assistance in support of full-time production and direct customer service positions for new and existing businesses and industries to remain productive, profitable, and within the State. Resources may support training assessment, instructional design, instructional costs, and training delivery for personnel involved in the direct production of goods and services. Classes are taught at Nash Community College or the employer work site.

Small Business Center

The Nash Community College Small Business Center is part of the North Carolina Community College System's Small Business Center Network. The Small Business Center provides assistance to business owners or would-be owners, through training and educational programs. Nash Community College is committed to the concept that education and business can become partners to help continue the success of the Nash County business community.

The Small Business Center will deliver technical and managerial assistance to small business owners and prospective owners by providing: (1) information, (2) education and training, (3)

counseling and referral, and (4) other technical/managerial assistance as appropriate. The range of service includes:

Professional Development Seminars
Customer Service Training
One-to-One Counseling

Resources and Information Center
Upgrading and Retraining for Employees
Management/Leadership Training

Teacher Renewal Program

Teachers are constantly seeking opportunities for professional growth through in-service education. Nash Community College cooperates with local school agencies, senior colleges, and universities in providing short courses, workshops, and non-credit courses for certificate renewal and professional growth. Examples are as follows:

Introduction to Active Board
Reading in the Content Area
Classroom Management for Children w/Special Needs

Effective Teacher Training
Using Internet Resources in the Classroom

Personal Enrichment Program

Community Service Program is provided to help adults develop basic skills, discover and develop new talents, or refine active talents. Courses are designed to encourage wise use of leisure time and to provide skills for supplementary income.

Art
Dance
Basic Pistol Shooting
Concealed Weapons
Photography
Green At Golf

Cake Decorating
Couponing
Floral Design
Jewelry Making
Stained Glass
Unarmed Self-Defense

Motorcycle Safety
Yarnstash
Cooking
Gardening
Summer Youth Camps
Learning Voice-Overs

Human Resources Development (HRD)

Nash Community College's Human Resources Development Program (HRD) began operation in 1994. The purpose of the HRD program is to educate and train unemployed or underemployed adults for success in the workplace. The major goals of the HRD program are to enhance, develop, and improve job and academic skills, to reduce dependency in welfare and unemployment insurance payments, to increase self-sufficiency and to assist in obtaining meaningful employment and training opportunities. These training opportunities are provided at no cost to students who meet the eligibility criteria. Some of the courses offered include, but are not limited to:

Basic Computer & keyboarding Skills	Overcoming Barriers to Employment
Crossroads	Mastering "Softskills"
Career Readiness Certification (CRC) Prep.	Microsoft Digital Literacy Certification
Career Readiness in Clerical Office Administration	Internet and Email for the Job Search
Career Readiness in Legal Administration	Document Prep for the Job Search
	Personal Money Management

Career Readiness Certificate (CRC)

North Carolina's Career Readiness Certification (CRC) is designed to meet the needs of employers and job seekers in a transitioning economy.

- The CRC offers employers a reliable means of determining employee potential in terms of necessary literacy, numeracy and problem solving skills to be "job ready."
- The CRC provides job candidates with a portable credential in addition to documentation of education and experience when presenting to potential employers.
- The CRC assists educators by providing a tool for preparing students to enter the workplace.
- The CRC provides workforce development agencies with documentation of actual workforce skills to help attract businesses.

The CRC is based upon WorkKeys, a nationally recognized job skills assessment tool developed by ACT Inc. WorkKeys is a comprehensive evaluation instrument recognized by thousands of companies in the U.S. including state and federal agencies. In order to earn a Career Readiness Certificate, individuals undergo testing related to reading, applied math, and locating information through the WorkKeys skills assessment system. Individual results can lead to three levels of Career Readiness Certificates: bronze, silver, and gold.

College and Career Readiness

The mission of the College and Career Readiness Program is to provide students with educational opportunities, through high quality instruction and support, for academic credentials and workforce preparedness. NCC's College and Career Readiness staff members take a student-focused approach to helping students develop vital life skills, working with participants one-on-one before they enroll in college or seek employment. Program areas include preparation for the High School Equivalency (HSE), the Adult High School Diploma (AHSD), review for the college placement test, and enhancement of English, math, writing, and reading skills. All classes are designed to improve basic skills that would enable students to be more successful in today's workplace or college. Test of Adult Basic Education (TABE) assessments are administered to determine proper course placement and the development of individual educational plans. Any enrolled student can take advantage of the academic services offered five days a week. Courses are offered without cost to participants.

The College and Career Readiness Learning Center is open during the regular operational hours of the College, between semesters, and during the summer semester. College and Career Readiness operating hours are Monday through Thursday from 8 a.m. – 9 p.m.; and Friday from 8 a.m. – 4 p.m.

Adult Basic Skills Education

Adult Basic Education (ABE) provides an educational program to meet the needs of those persons who are 16 years of age or older and are functioning below a ninth grade level. Special requirements for students under 18 years of age include a minor release packet signed by the student's parent or legal guardian.

The purpose of the ABE program is to develop the basic skills in mathematics, oral communication, and written communication. Students are given placement tests to determine the appropriate grade level at which they will begin. Students will continue building skills as far as they desire or are capable of, up through an eighth grade level.

Registration and orientation for on-campus classes are held monthly. Prospective students are required to attend an orientation session before beginning the program. Preregistration is required for enrollment in the ABE program.

While the Adult Basic Education program is designed to give the basics, more ambitious students may continue with advanced work which could eventually develop into the achievement of a high school diploma or its equivalent. Adult Basic Education classes are located on the campus of Nash Community College and in various locations throughout Nash County.

High School Equivalency (HSE)

Nash Community College is an official High School Equivalency (HSE) testing center. Students 16 years of age or older may enroll in the HSE. Special requirements for students under 18 years of age include a minor release packet signed by the student's parent or legal guardian. The High School Equivalency program offers students an opportunity to gain the knowledge and skills needed to successfully pass a national high school equivalency test and earn a high school equivalency diploma. Students receive instruction in the areas of reading, mathematics, writing, social studies, and science and digital literacy.

Contact the department of College and Career Readiness at 252.451.8305 for more information regarding preparing for and completing the HSE credential.

Adult High School Diploma

The Adult High School Diploma Program (AHSD) provides an opportunity for students to earn an adult high school diploma through individualized study. The program is conducted in cooperation with the local board of education. A diploma is awarded by Nash-Rocky Mount Public School and Nash Community College at the completion of the required courses of study.

Adults 16 years of age and over may enroll in the Adult High School Diploma Program. Special requirements for students under 18 years of age include a minor release packet signed by the student's parent or legal guardian. The AHSD program is administered exclusively in College & Career Readiness on the campus of Nash Community College.

Students complete studies in the areas of English, science, mathematics, social studies, health and elective studies. Programmed study materials are provided for students without cost. Previous high school transcripts are also required for the AHSD program.

Registration and orientation are held monthly. Prospective students are required to attend an orientation session before beginning the program. Preregistration is required for enrollment in the AHSD program.

English as a Second Language

Adults with limited and non-English proficiency are served at Nash Community College through the English as a Second Language (ESL) program. The main purpose of the ESL program is to assist with the developmental education and communicative goals of students by responding to their diverse needs of multicultural and multilingual educational learning experiences.

Instructional activities for limited and non-English speaking adults include the development of basic skills in listening, speaking, writing, reading and comprehending the English

language, as well as cultural transition skills to the American society. The ESL program is open-entry/open-exit providing instruction at the pre-literate through advanced levels.

Students receive academic placement according to their literacy skills with regard to the English language. Preregistration is required for enrollment in the English as a Second Language program.

Compensatory Education Program

The Compensatory Education Program at Nash Community College is designed specifically for adults who have mild to severe mental handicapping conditions and deficits in the areas of academic development, personal development, and community living skills. Three classes are located on the Nash Community College campus: one class for persons with mild mental handicapping conditions and two classes for persons with moderate mental handicapping conditions. Instruction includes language, math, consumer education, community living, social sciences, health, and vocational education.

Continuing Education Instructional Calendar

Summer Semester 2015

May 18 – August 14, 2015

Fall Semester 2015

August 17 - December 16, 2015

Spring Semester 2016

January 11 - May 13, 2016

Summer Semester 2016

May 16 - August 12, 2016



NCC Foundation Directors & Personnel



Nash Community College Foundation, Inc.

The Nash Community College Foundation, Inc., a non-profit organization, was founded and chartered in 1983 to encourage and develop public and private support beyond and in addition to funds provided by county, state and federal sources.

Private contributions give the College a margin of excellence not provided by public sources, and private support strengthens and deepens the ties of interest existing between the College and the community.

The membership of the Foundation Board of Directors represents a broad segment of civic and community leaders of the Nash County area which the college serves.

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Administration

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President

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Annette H. Dishner

Executive Vice President and Chief Financial Officer

A.A.S., Accounting, Wilson Community College; B.S., Accounting, Barton College; M.S., Administration, Central Michigan University

Larry K. Mitchell

Vice President for Student and Enrollment Services

B.S., Criminal Justice, North Carolina Wesleyan College; M.A. Ed., Adult Education, East Carolina University

Trent L. Mohrbutter

Vice President for Instruction and Chief Academic Officer

B.Ed, Secondary Curriculum, University of Victoria; M.A., School Administration, East Carolina University; Ed.D, Educational Administration and Supervision, North Carolina State University

Pat Ellis Daniels

Associate Vice President of Institutional Advancement

B.S., Business Administration, Western Carolina University; Graduate Studies, North Carolina State University

Jonathan Vester

Chief Information Officer

A.A.S., Information Systems, Wilson Technical Community College; B.S., Business Administration and Computer Information Systems, Western Carolina University; M.A.Ed., Community College Administration, Western Carolina University

Stephanie B. Fisher

Associate Vice President of Finance

B.S., Accounting, Barton College; Certified Public Accountant

Mike Latham

Associate Vice President of Instruction and Chief Program Officer

B.A., History, Campbell University; M.A., History, University of North Carolina at Greensboro

Wendy Marlowe

Associate Vice-President of Corporate and Economic Development

B.S., Psychology, Barton College; M.S., Administration, Central Michigan University

Keith Smith

Associate Vice President of Community and Governmental Affairs

A.A.S., Business Administration, Guilford Technical Community College; B.A., Speech and Theater Arts, North Carolina A&T State University; M.S., Education and Educational Media, North Carolina A&T State University; Ed.D., Higher Education Administration, North Carolina State University

Carla Dunston

Dean of Continuing Education

B.A., Business Administration, Winston-Salem State University; M.A., Training and Development, North Carolina State University

Deana Guido

Dean of Transfer and Learning Resources

B.A., Music History/Theory, State University of New York at Geneseo; M.S.L.S., Library Science, The Catholic University of America; Graduate Certificate, Counselor Education, North Carolina State University; Post Graduate Studies, North Carolina State University

Farley Arnold Phillips

Associate Dean of Institutional Effectiveness

B.A., Sociology, East Carolina University; M.S., Administration, Central Michigan University

William M. van der Meulen

Associate Dean of Student and Enrollment Services

A.A.S., Broadcast Technology, Lenoir Community College; B.A., Sociology, University of North Carolina at Wilmington; M.S., Administration, Central Michigan University

Administrative Support Staff

Faye Cahoon

Administrative Assistant, President's Office

Certificate, Clerical/Data Processing, Hardbarger Business College; Meeting and Event Planning Certificate, University of North Carolina at Charlotte

Denise Hill

Curriculum Data Coordinator/Administrative Assistant

A.A.S., Paralegal Technology, Central Carolina Community College

Susan H. Nipper

Administrative Assistant, Student and Enrollment Services

A.A.S., Paralegal, Pitt Community College; B.A., Justice Studies, North Carolina Wesleyan College

Darlene Silver Administrative Assistant, Offices of Executive Vice President/CFO and Vice President for Instruction/CAO

A.A.S., Executive Secretary Technology, Nash Community College

Curriculum

Department Chairs

Gary Blackburn

Department Chair, Engineering and Manufacturing Technologies

B.S., Industrial Arts - Secondary Education, Appalachian State University

Tammie Clark, D.P.T.

Department Chair, Health Sciences

B.S., M.S., Physical Therapy, D'Youville College; D.P.T., Physical Therapy, Temple University

Lisa Cooper *Department Chair, Humanities and Social Sciences/QEP Director*
B.S., Communications and Public Relations, Western Michigan University; M.A., Marketing Communications, Emerson College

Nakisha Floyd *Department Chair, Computer Information Technologies*
B.S., Business Education, M.S., Information Technologies, East Carolina University; IC3 – Internet and Computing Core Certification; Microsoft Office Specialist Certified in Word, Excel and Access

Amy P. Harrell, Ed.D. *Department Chair, Business Technologies/SACS Compliance Specialist*
B.S., Sociology and Criminal Justice, North Carolina State University; Master of Criminal Justice (MCJ), University of South Carolina; Ed.D., Educational Leadership, East Carolina University

Nathan Mizell *Department Chair, Public & Safety Services*
A.A.S., Law Enforcement Technology, Pitt Community College; B.A., Justice and Public Policy, North Carolina Wesleyan College; M.S, Criminal Justice Administration – Education and Training, Mountain State University

Dina Pitt *Department Chair, Mathematics/Professor*
B.A., Secondary Mathematics Education, University of North Carolina at Chapel Hill; M.A., Mathematics, Campbell University; National Board Certified in Mathematics

Virginia Stokes *Department Chair, Natural Sciences*
B.S., Dental Auxiliary Teacher’s Education, University of North Carolina at Chapel Hill; M.S., Biology, East Carolina University

Professors

Douglas C. Broad, Jr. *Engineering and Manufacturing Technologies*
Bachelor of Architecture, Virginia Polytechnic Institute and State University; Registered Architect, NC, SC, VA, GA

Timothy E. Brown *Engineering and Manufacturing Technologies*
A.A.S., Electronic Engineering Technology, Nash Community College; B.S., Electrical Engineering Technology, University of North Carolina at Charlotte; M.S., Industrial Technology, East Carolina University; Post Graduate Studies, East Carolina University; Certified FANUC Robotics Instructor; Certified Siemens Mechatronics Instructor; OSHA Authorized General Industry Safety Trainer

Nicholas Demilio *Health Sciences*
B.S., M.S., Physical Therapy, University of North Carolina at Chapel Hill

Marbeth Holmes *Humanities and Social Sciences/Clinical Outreach Counselor*

A.A., Liberal Arts, Louisburg College; B.A., English, Meredith College; M.A., English, Abilene Christian University; Masters of Social Work, University of North Carolina at Chapel Hill; Certificate in Substance Abuse Studies, University of North Carolina at Chapel Hill; LCSWA, License of Clinical Social Work Associate, North Carolina Social Work Certification and Licensure Board; LCASA, Licensed Clinical Addictions Specialist Associate, North Carolina Substance Abuse Professional Practice Board

William P. O'Boyle *Humanities and Social Sciences*

B.A., English, Atlantic Christian College; M.A., English, Clemson University; Certificate of Advanced Study, English, East Carolina University; Post Graduate Studies, Clemson University, University of South Carolina

Lee A. Parker *Business Technologies*

B.S., Accounting, M.A., Accounting, University of North Carolina at Chapel Hill; Certified Public Accountant

John Peacock *Humanities and Social Sciences*

B.A., M.A., History, Virginia Polytechnic Institute; PhD., History, Louisiana State University

Teresa Peacock *Mathematics*

B.A., Mathematics Education, M.A.T., Mathematics, University of North Carolina at Chapel Hill

Greg Quintard *Business Technologies*

B.S., Economics, Drew University

David B. West *Humanities and Social Sciences*

B.A., Psychology, M.A., Ph.D., Educational Psychology, Michigan State University; Graduate Studies in History of Art, University of Georgia and Georgia State University

Katherine Wilder *Director of Early Childhood Education*

B.A., Psychology, University of North Carolina at Chapel Hill; M.S., Child Development, University of North Carolina at Greensboro; Early Childhood Leadership Development Program, University of North Carolina at Chapel Hill

Faculty

Terri Anderson *Mathematics*

B.S., Math and Language Arts, East Carolina University; M.Ed., Campbell University

Kochi Angar *Mathematics*

B.S., Mathematics, M.A., Mathematics, East Carolina University

Tara Ballard

Health Sciences

A.A.S., Nursing, Wilson Technical Community College; B.S., Nursing, East Carolina University

Larry Barnhill

Engineering and Manufacturing Technologies

A.A.S., Computer Integrated Machining, Nash Community College

Brittany Bass

Health Sciences

B.S., Nursing, Barton College

Lisa Bass

Health Sciences

B.S. Nursing, East Carolina University

Franchesca Battle

Humanities and Social Sciences

B.A., English and Public Relations, University of North Carolina at Chapel Hill; Master of Public Administration, East Carolina University; Post Graduate Studies, East Carolina University

Robert Greg Bauer

Public & Safety Services

B.S., Emergency and Disaster Management, Western Carolina University; Master of Health Administration, Master of Business Administration, Pfeiffer University

David Beamer

Natural Sciences

B.S., Biology, Indiana University; M.S., Biology, East Carolina University, Ph.D., Interdisciplinary Biology, East Carolina University

Ashley Berry

Humanities and Social Sciences

B.A., Communication, North Carolina State University; M.A. Ed., Health Education, East Carolina University; Post Graduate Studies, North Carolina State University

Marguerite Bishop

Natural Sciences

B.S., Biology, Eckerd College; M.S., Wildlife and Fisheries Biology, Clemson University

Candice Bissette

Health Sciences

A.A.S., Nursing, Nash Community College; B.S., Business Administration Health Care Management; M.S.N., Nursing Education, Duke University

Angela Blankenship

Humanities and Social Sciences

B.S., Psychology, Fairmont State College; M.S., Clinical Psychology, Radford University; North Carolina Licensed Psychological Associate

Paula Boddie

Humanities and Social Sciences/Coord. of DRE Fundamental Studies

A.A., Peace College; B.A., M.A., English, North Carolina State University

Donna Brantley

Computer Information Technologies

Certificate, Medical Office Administration, A.A.S., Accounting, Nash Community College; B.S., Accounting, North Carolina Wesleyan College; Certified Medical Billing Specialist/Instructor; Certified Coding Specialist - Physician (CCS-P)

Ella Brinkley

Cosmetology

Diploma, Cosmetology, Certificate, Cosmetology Instructor, A.A.S., Medical Office Technology, Nash Community College; Licensed Hair Stylist, Double Certification, North Carolina State Board of Cosmetic Art

April Bristow-Smith

Humanities and Social Sciences

B.S., English/Secondary Education, Appalachian State University; M.A., Literature, American University; National Board for Professional Teaching Standards Certified

Holly Carmichael

Natural Sciences

B.S., Biochemistry, M.S., Biochemistry, University of Maine

Reggie Cobb

Natural Sciences

B.S., Biology, M.A.Ed., Science Education, East Carolina University

Jeff Cook

Corporate and Economic Development

A.A.S., Automotive Technology, Erie Community College

Ryan Cox

Public and Safety Services

Certificate, BLET, Mitchell Community College; B.S., Criminal Justice, Western Carolina University; M.A., Criminal Justice, Keiser University; Graduate Certificate, Sociology, Appalachian State University

Mary Douglas

Business Technologies

B.A., Business, B.A., Economics, North Carolina State University; M.A., Economics, Kent State University

Amanda Ferrell

Humanities and Social Sciences

B.A., Elementary Education, East Carolina University; M.A., Executive Leadership, Gardner-Webb University

Ricky Lane Freeman, Jr.

Computer Information Technologies

B.S., Business Education, East Carolina University; M.A.Ed., Instructional Technology Education, East Carolina University; National Board for Professional Teaching Standards Certification; Microsoft Office Specialist Certified in Microsoft Word

Erika J. Galluppi

Humanities and Social Sciences

B.A., English, Peace College; M.A., English, North Carolina State University

Adam T. Gelo *Director of Law Enforcement Instruction, Public and Safety Services*

A.A.S. Criminal Justice, Edgecombe Community College, B.S. Administration of Criminal Justice, Mountain State University, Certified Law Enforcement Officer, Certified Criminal Justice General Instructor, North Carolina Criminal Justice Training and Standards, Certified Instructor – Aerosol/OC Defense Systems, Chemical Munitions, Impact Munitions, Flash Bangs and Grenades, Combined Tactical Systems

Shinese Glass

Cosmetology

Diploma, Cosmetology, A.A.S., General Occupational Technology, Nash Community College
Licensed Hair Stylist, Double Certification, North Carolina State Board of Cosmetic Art

Tammy Glover

Natural Sciences

A.A., College Transfer, Halifax Community College; B.S., Health Services Management, East Carolina University; M.S., Chemical and Life Sciences, University of Maryland; Medical Laboratory Technologist, American Society for Clinical Pathology

Amber Greer

Health Sciences

A.A.S., Medical Assisting, Pitt Community College; B.S., Business Administration, Mount Olive College

Carmi P. Guyette

Public & Safety Services/Lead Instructor, Criminal Justice

A.S., Law Enforcement, Holyoke Community College; B.S., Administration of Criminal Justice, Mountain State University; Master of Criminal Justice Administration (M.C.J.A.), Mountain State University; Certified Law Enforcement Officer; Certified Basic Criminal Justice Instructor; Certified Specialized Law Enforcement Physical Fitness through North Carolina Criminal Justice Training and Standards

Michael F. Hanson, II

Mathematics

B.S., Mathematics/Statistics, University of North Carolina at Wilmington; Graduate Studies, University of North Carolina at Wilmington

Eva Hardy

Humanities and Social Sciences

B.A., Communication Studies, University of North Carolina at Wilmington; M.S., Communication, North Carolina State University

Kristin Harkins

Humanities and Social Sciences

B.A., English, Peace College; M.A., English, North Carolina State University

Andrea Harper

Humanities and Social Sciences

B.S., Business/Engineering, Catholic University – Ecuador; Graduate Studies, North Carolina State University; M.A., Spanish Language and Literature, North Carolina State University

Carl Harris

Corporate and Economic Development

Diploma, Welding, Halifax Community College; Nash Community College; Certified Welding Inspector

Jarrett Hedgepeth

Computer Information Technologies

B.S., Computer Information Systems, North Carolina Wesleyan College

Katie Hoffer

Humanities and Social Sciences

B.A., English and Anthropology, M.A., English, Indiana University of Pennsylvania

Melissa Jones

Health Sciences

B.S., Nursing, East Carolina University; Graduate Studies, Mansfield University

Chad Jordan

Public and Safety Services

Certificate, BLET, Pitt Community College; B.S., M.S., Criminal Justice, East Carolina University

Ricky W. Joyner

Corporate and Economic Development

A.A., Electronics Engineering Technology, Nash Community College; Universal CFC License; NATE Certified in Gas Service and Installation, Heat Pump Service and Installation, Air Conditioning Service and Installation; Certificate in Solar Heating and Cooling, North Carolina State University

June Kearney

Natural Sciences

B.S., Chemistry, M.S., Chemistry, North Carolina A&T State University; M.S., Biological Chemistry, University of North Carolina at Chapel Hill

Sharon Keel

Mathematics

B.S., Education and Psychology, North Carolina Wesleyan College; M.A.Ed., Instructional Technology, East Carolina University; Post Graduate Studies, East Carolina University

Christopher Kent

Humanities and Social Sciences

B.S., Political Science, East Carolina University; Master of Asian Studies, Griffiths University

Kristen Knapp

Natural Sciences

A.S., Liberal Arts and Sciences, County College of Morris; B.S., History, Ramapo College of New Jersey; M.S., Biology, Western Kentucky University

Nichole LaPointe

Business Technologies

B.S., Accounting, North Carolina Wesleyan College; M.S., Accounting, East Carolina University

Dottie Lapre

Mathematics

B.S., Elementary Education – Math, Atlantic Christian College

Robin Owens Latham

Humanities and Social Sciences

A.A., General Education, Nash Community College; B.A., Early Childhood Education, Greensboro College; M.A. Ed., Adult Education, East Carolina University; Multicultural and Transnational Literatures Certificate (Graduate School , English Department), East Carolina University; Yoga Fit ® Level 2 Certification

Shilo Lawrence

Mathematics

A.S., Math/Science, Tompkins Cortland Community College; B.S., Mathematics, Greensboro College; M.S., Mathematics, North Carolina State University

Kimberley Lawson

Computer Information Technologies

A.A.S., Information Systems Technology; B.S., Library Science, East Carolina University; M.A., Education, East Carolina University

Tywana Lawson

Health Sciences (Director of Nursing)

B.S., Nursing, M.S., Nursing Education, East Carolina University; Certified Nurse Educator

Debbie Lee

Humanities and Social Sciences

B.A., Education, University of North Carolina at Chapel Hill; M.A., English, East Carolina University

Kimberly Long

Mathematics

B.S., Mathematics, North Carolina Wesleyan College; M.A.Ed., Math Education, East Carolina University

Anthony Lucas

Computer Information Technologies

B.S., Information and Computer Technology, East Carolina University; M.S., Technology Systems, East Carolina University

Joseph Manning

Corporate and Economic Development

A.A.S., Welding Technology, Nash Community College; Certified Welding Inspector and Certified Welding Educator, American Welding Society; Certified Level II , American Society Non- Destructive Testing

Catherine Renee Martinez Humanities and Social Sciences/Coordinator of Core Curriculum

A.A., English, Peace College; B.A., M.A., English, East Carolina University

Andrea Milks

Health Sciences

A.S., Math/Science, Jamestown Community College; B.S., M.S., Physical Therapy, D'Youville College

Keith Milks

Humanities and Social Sciences

A.A.S., Criminal Justice, Jamestown Community College; B.S., Sociology, East Carolina University; M.A., Sociology, East Carolina University; Post Graduate Studies, East Carolina University; Certification as a North Carolina Law Enforcement Officer

Lori Mills

Mathematics

B.S., Middle Grades Education, North Carolina State University; M.A., Education, East Carolina University

Thomas Daniel Moore

Mathematics

B.S., Mathematics/Religious Studies, North Carolina Wesleyan College; M.A., Mathematics, East Carolina University

Kenneth Nash

Natural Sciences

B.A., Physics/Chemistry, Berry College; M.S., Physics, University of North Carolina at Chapel Hill; Post Graduate Studies, University of North Carolina at Chapel Hill

Natasha Neal

Computer Information Technologies

B.S., Graphic Design, B.A., Art, Elizabeth City State University; Graduate Studies, University of Florida

Sarah Norris

Natural Sciences

A.A., College Transfer, Halifax Community College; B.S., Communication, M.A., Health Education and Promotion, East Carolina University

Jon O'Boyle

Corporate and Economic Development

Certificate, Electric Lineman Technology/Third Class, Nash Community College

Karey Parker

Director of Cosmetology

A.A.S., Cosmetology, A.A.S., General Occupational Technology, Nash Community College; Hairstyling Academy of Rocky Mount, Cosmetology Instructor's Certificate; Licensed Cosmetologist, Double Certification, North Carolina State Board of Cosmetic Art

Misti Phillips

Health Sciences

B.S. Nursing, Old Dominion University

Sarah Prezioso

Early Childhood Education

B.S., Human Development & Family Studies, University of North Carolina at Greensboro; M.S., Family, Culture and Society, Wheelock College

Carlos Quagliaroli

Business Technologies

A.O.S, Culinary Arts, Culinary Institute of America; B.S., Hospitality Management, Florida International University

Etaf Rum

Humanities and Social Sciences

B.A., Philosophy, B.A., M.A, English, North Carolina State University

Don Sexauer

Business Technologies

A.O.S., Culinary, Culinary Institute of America; B.S., Geology, East Carolina University

Loretta Sherrick

Humanities and Social Sciences

B.A., Religious Studies, North Carolina Wesleyan College; M.Div., Divinity, Duke Divinity School; Graduate Studies, East Carolina University

Stanley Shields

Engineering & Manufacturing Technologies

A.A., Florida Community College at Jacksonville; B.S., Electronic Engineering Technology, Florida A&M University; Certified Siemens Mechatronics Instructor; Certified FANUC Robotics Instructor

George Shook

Engineering and Manufacturing Technologies

A.A.S., Machining, Asheville-Buncombe Technical Community College

Jamian Smith

Mathematics

B.S., Saint Augustine's University; M.S., Applied Mathematics, Elizabeth City State University

Ernestine Stephenson

Cosmetology

Diploma & A.A.S., Cosmetology, A.A.S., General Occupational Technology, Nash Community College; Licensed Hair Stylist, Double Certification, North Carolina State Board of Cosmetic Art

David G. Strickland

Corporate and Economic Development

Diploma, Diesel Mechanics, Wilson County Technical Institute; ASE Certified Master Automobile Technician

Cheryle A. Traish

Health Sciences (Director of Nursing)

A.A.S., Nursing, Nash Community College; B.S., M.S., Nursing, East Carolina University

Tina Treish

Health Sciences

B.S., M.S., Nursing, East Carolina University

Wanda Tyson

Engineering & Manufacturing Technologies

Certificates, Electrical Electronics Technology, Computer Engineering Technology, Computer Engineering Technology/Computer Programming, Nash Community College; A.A.S., Computer Engineering Technology, A.A.S. in Electronic Engineering Technology, Nash Community College; B.S., Computer Information Systems, North Carolina Wesleyan College; Graduate Studies, Liberty University

Jennifer Walker

Business Technologies

B.S. Communication, Advertising, M.A., Higher Education, Master of Business Administration, Appalachian State University

Jennifer Walston

Humanities and Social Sciences

B.S.W, M.S.W, Social Work, East Carolina University

Holly Whistler

Humanities and Social Sciences

B.A., English, Longwood College; M.A., English, M.Ed., Special Education, Virginia Commonwealth University

Kenneth E. Windham

Engineering and Manufacturing Technologies

B.A., Physics, University of North Carolina at Chapel Hill; Graduate Studies, North Carolina State University; Fiber Optic Association Certified Fiber Optics Technician and Instructor

Becky B. Wise

Health Sciences

B.S., Nursing, M.A., Education, East Carolina University

Nancy Worsinger

Health Sciences

Certificate, Medical Technology, Ellis Hospital of Medical Technology; A.S., Liberal Arts and Sciences, Herkimer County Community College; B.A., Biology, State University of New York at Geneseo; M.S., Medical Technology, Medical College of Pennsylvania; Post Graduate Studies in Adult Education, East Carolina University

Continuing Education

Directors

Frederick Brooks

Director, Small Business Center

B.A., Business Administration, Campbell University

Jonee Callahan

Director, Occupational Extension Technology and HRD

A.A., A.S., Nash Community College; A.A.S., Marketing and Retail Technology, Halifax Community College; B.S., Economics, North Carolina State University; Master of Accounting and Financial Management, DeVry University; Microsoft Certified Application Specialist

Pamela Gould

Director, College and Career Readiness

B.S., Elementary Education, Old Dominion University; M.A. Counseling, East Carolina University

John Winstead

Public and Safety Services (Director, Fire & Health Services)

A.A.S., Emergency Preparedness Technology, Nash Community College; Firefighter II, Rapid Intervention, NFPA 1403 Live Fire, TR General, TR Vehicle and Machinery, TR Ropes & Fire and EMS Leadership Qualified Instructor, Fire Officer III, Haz Mat Responder, Driver/

Operator, Water Rescue, Wilderness Rescue certified, North Carolina Office of the State Fire Marshall; International Fire Service Accreditation Congress (IFSAC); Pro Board; Department of Defense; Emergency Medical Technician, North Carolina Office of Emergency Medical Services

Instructors/Staff

Karen Arlin

Administrative Assistant, Public and Safety Services

B.A., Communication, University of the Pacific

Jaye Biggs

Continuing Education Registrar

A.A.S., Secretarial Science, Wake Technical Institute; Office Administration Certificate, Nash Community College

Tonya Brinkley

Project Director, Mission Critical Operations Grant

B.A., Sociology/Social Work, Elizabeth City State University; Global Career Development Facilitator, Center for Credentialing and Education; M.A.Ed., Adult Education and Training, University of Phoenix

Melissa Cahoon

Industry Training Coordinator

B.S., Business Administration, North Carolina Wesleyan College

Ruby Cofield

Compensatory Education Teacher Assistant

A.A.S., Computer Information Technologies, A.A.S., Early Childhood Associate, Nash Community College

Reuben Crumpton

Lead Coordinator for In-Service Training

NC Criminal Justice Standards Division Certified General Instructor; Specialized DOC Certified Instructor for Firearms, CRDT and Baton; Certified DAC Master Instructor; Certified NRA Basic Pistol Instructor; Law Enforcement Physical Fitness Specialist, Coopers Institute; Nash Community College

Jennifer Foster

Trades and Community Service Programs Specialist

A.A.S., Medical Office Technology, Nash Community College

Tim Hallowell

HVAC Instructor

HVAC Certificate, Vance Granville Community College

Dorneeta Harper

Coordinator/Instructor, College and Career Readiness

B.S., Psychology, University of North Carolina – Chapel Hill

Charlene Harrison

Career Readiness Certificate Coordinator

A.A.S., Social Service Associate, Edgecombe Community College; B.A., Sociology, Shaw University; M.S., Counseling Studies; Capella University

Sylester Henderson

Receptionist

B.S.W., Social Work, Barton College

Cynthia Hinnant

Coordinator, Compensatory Education

B.S., Special Education/MR , Elizabeth City State University

Joey Johnson

Coordinator, Immured Education

B.S., Computer Science, North Carolina Central University

Rita Joyner

Coordinator/Instructor, Nurse Aide

A.A.S., Nursing, Nash Community College

Teresa Joyner

Compensatory Education Teacher Assistant

Nash Community College

Willie Kearney

Fire and Rescue Coordinator/Instructor

Firefighter II Certification, EMT-B Certified, North Carolina Office of the State Fire Marshall; International Fire Service Accreditation Congress (IFSAC) Qualified; Nash Community College

Robert Moore

College and Career Readiness Instructor, Prison Population

B.A., Psychology, University of North Carolina at Wilmington

Olivia Moss

Coordinator/Instructor, Emergency Medical Services

Certificate, Phlebotomy, A.A., A.S., College Transfer, Nash Community College; B.S., Exercise Science, North Carolina Wesleyan College; EMT - Paramedic, Level II Instructor, State of North Carolina Office of Emergency Medical Services; Fire Service Fitness Specialist, Cooper Institute

Kelly Rackley

Administrative Assistant, College and Career Readiness

Joan H. Shields

Instructor, College and Career Readiness

B.A., History and Anthropology, East Carolina University

Aida Solorzano

ESL Coordinator/Spanish Instructor

B.S., Education, University of Costa Rica

David B. Strickland

Instructor, College and Career Readiness

B.A., Management and Society, University of North Carolina at Chapel Hill

Ella Viverette

Instructor, Compensatory Education

A.A.S., Information Systems and Office Systems Technology, Nash Community College; B.S., Business Administration, North Carolina Wesleyan College

Ken White

Instructor/ Curriculum Specialist

B.S., Leisure Service Management, East Carolina University

Lori Winstead

Continuing Education Assistant Registrar

A.A.S., Business Administration, Nash Community College; B.S., Business Administration, North Carolina Wesleyan College

Shirleree Winstead

Instructor, Nurse Aide

A.A.S., Nursing, Wilson Technical Community College; B.S., Nursing, North Carolina Central University

Richard Woodard

Instructor, Compensatory Education

B.A., Psychology, North Carolina Wesleyan College

Business Office

Carol Dornseif

Accounting Manager

A.A.S., Accounting, Nash Community College; B.S., Accounting, Barton College

Robin Chasteen

Accounting Technician

A.A.S., Optometric Technology, Greenville Technical College

Adrienne Covington

Senior Staff Accountant

College Transfer, Wake Technical Community College; B.S., Foods and Nutrition, Meredith College, M.S., Accounting, East Carolina University, Certified Public Accountant

Elizabeth Hodge

Accounting Technician

A.A., General Studies, Cape Fear Community College; B.S., Business Administration, University of North Carolina at Wilmington

Tammy House

Accounting Technician

A.A.S., Business Administration, Nash Community College

Rhonda Laughter

Accounting Technician

A.A.S., Paralegal Technology, Durham Technical Community College

Lilia Mariano-Salazar

Cashier

B.S., Accounting/Business Administration, North Carolina Wesleyan College

Amanda Truzy

Accounting Technician

B.S., Business Administration, University of Mount Olive; Graduate Studies, Jones International University

Institutional Support Services

Vacant

Director of Human Resources

Keshia Battle

Career and College Promise Program Liaison

B.S., Elementary Education, North Carolina Wesleyan College; M.A.Ed., Curriculum Instruction, University of Phoenix

Denise Beamer

Manager, Midway Cafe

B.S., Restaurant, Hotel, Institutional and Tourism Management, Purdue University

Jenny Braswell

Coordinator of Grants and Principal Investigator

A.A., College Transfer, Nash Community College; B.A., International Studies, Meredith College

Vicki Currin

Instructional Support Specialist

A.A.S., Secretarial Science, Wilson Technical Community College

Debra Davis

Print Shop Assistant

Joseph Davis

Shipping and Receiving Clerk

Stephanie Davis

Departmental Secretary

A.A.S., Office Administration, Nash Community College

Kelley Paynter Deal

Senior Director of Marketing and Communication

B.A., Communication, East Carolina University; M.A., Communication, East Carolina University

Jennie Edwards

Print Shop Manager

East Carolina University

Brian Fowler

Network Administrator

A.A., A.S., College Transfer, Nash Community College; B.S., Computer Information Systems, North Carolina Wesleyan College; M.S., Technology Systems, East Carolina University; Microsoft Certified

Justin Haire

English Studio Testing Coordinator

B.A., English, University of North Carolina at Charlotte

Tyrone Hopkins

Computer Technician

A.A.S., Computer Engineering Technology, Nash Community College

Corey Jenkins

Systems Analyst

A.A.S., Networking Technology, Nash Community College

Brenda Johnson *Course Readiness Assessment Coordinator/Library Technician*
A.A.S., Business Computer Programming and Microcomputer Systems Technology, Diploma, Information Systems Technology – Cisco Systems, Nash Community College; B.S., History and Political Science, Fayetteville State University

Kimberly King *Senior Distance and e-Learning Analyst*
A.A.S., Web Technologies, Wake Technical Community College; B.A., Psychology, University of North Carolina at Wilmington; M.S., Instructional Technology/Distance Learning Administration, East Carolina University

Martha Kingsberry *Administrative Services Specialist*
A.A.S., Accounting, Nash Community College; B.S., Accounting, North Carolina Wesleyan College; M.S., Administration, Central Michigan University

Wayne Lamm *Campus Safety Director and NCC Police Chief*
A.A.S., Law Enforcement Technology, Johnston Community College; B.A., Justice Studies, North Carolina Wesleyan College; Graduate Studies, Mountain State University

Nicole Lawrence *Health Sciences Admissions Coordinator*
A.A.S., Medical Office Administration, Nash Community College

David Leggett *Network and Computer Technician*
B.S., Computer Science, East Carolina University; Certificate, Network Technology, Nash Community College

Bobbi-Jo McBride *Campus Store Assistant*
B.S., Business Administration/Accounting, North Carolina Wesleyan College

Cati Montgomery *Library Technician*
B.S., Austin Peay State University, English/Women's Studies/Creative Writing; M.A., English/Creative Writing, Austin Peay State University; M.L.I.S, Library and Information Studies, University of North Carolina at Greensboro

Jay Quigley *Director of Instructional Publications and Printing*
B.S., Business Administration, North Carolina Wesleyan College; M.B.A., Campbell University

Angela Richardson *Assistant Manager, Midway Cafe*
Certificate, Medical Transcription, Edgecombe Community College; ServSafe Food Safety Certified

Deborah Sellars *Receptionist*

Andrew Small

B.A., Journalism, Auburn University

Director of Media Production

Elizabeth Smith

Diploma, Electronics Engineering Technology, A.A.S., Computer Engineering Technology, A.A.S., Electronics Engineering Technology, Nash Community College

Departmental Secretary

Linda Snell

Lock Haven State College

Conference Center Manager

Cheryl Speight

B.A., Business Administration/English and Communications, North Carolina Wesleyan College; MBA/Accounting, University of Phoenix

Departmental Secretary

Melissa Sykes

A.A.S., Criminal Justice Technology, Nash Community College; B.A., Justice Studies, North Carolina Wesleyan College; M.S., Human Services, Capella University

Coordinator of Alumni and Annual Programs

Melissa Turner

A.A.S., Data Processing and Business Administration, Albany Business College

Systems Administrator

Van Wilson

A.A., Commercial Art, Halifax Community College; A+ Certified Service Technician

Computer Technician

Amanda Young

A.A.S. College Transfer, Nash Community College

Learning Resources and Communication Specialist

Student and Enrollment Services

Kathy Adcox

A.A., College Transfer, Nash Community College; B.S., Mathematics Education, Atlantic Christian College

Registrar

Michael Coleman

A.A.S., Architectural Technology, Nash Community College; B.S., Religion, M.A., Religion/Counseling, M.B.A., Leadership, Liberty University; Graduate Studies in Business Administration and Leadership, Liberty University

Director of Counseling and Career Services

LaShawn Cooper

B.A., Industrial Relations, University of North Carolina at Chapel Hill

Financial Aid Officer

Kara Deans

A.A.S., Business Administration, Nash Community College; B.S., Business Administration, North Carolina Wesleyan College

Director of Student Activities

Priscilla H. Dickens

Assistant Financial Aid Officer

A.A.S., Accounting, Nash Community College; B.S., Business Administration, North Carolina Wesleyan College

Melanie Driver

Student and Enrollment Services Specialist

Secretarial Certificate, Hardbarger Junior College

Stephanie B. Geanes

Director of Admissions

B.A., Religion – Youth Leadership, Mars Hill College

James Hartsell

Senior Counselor and ADA Officer

B.A., Social Sciences, Cedarville College; M.Ed., Counseling, Campbell University; Ed.D., Adult and Community College Education, North Carolina State University; Graduate Studies in Psychology, University of North Carolina – Chapel Hill

Tammy Lester

Director of Financial Aid

B.S., Business Administration, North Carolina Wesleyan College

Heather Perry

Direct Loan Officer

A.A., Nash Community College; B.S., Business Administration, North Carolina Wesleyan College

Sonya Small

Assistant Financial Aid and Veterans Services Officer

B.S., Business Administration, North Carolina Wesleyan College; Graduate Studies, East Carolina University; Liberty University

Ashley Smith

Admissions Officer

A.A.S., Advertising and Graphic Design, Nash Community College; North Carolina Wesleyan College

Lindsay E. Stokes

Counselor – Service Learning

B.A., Psychology, University of North Carolina at Wilmington; M.S., Counselor Education, East Carolina University; Certificate, Community College Instruction, East Carolina University

Child Development Center

Angela Nieves

Director

B.S., Family and Community Services, East Carolina University

Linda Garity

Teacher

A.A.S., Early Childhood Education, Nash Community College

Carmen Hope

Teacher

North Carolina Early Childhood Credential, Early Childhood Administration Credential Level 2, Nash Community College; B.A., Sociology, North Carolina Wesleyan College

Kristen Langrehr

Teacher

Certificate, Early Childhood, Certificate, Infant/Toddler, A.A.S., Early Childhood, Nash Community College

Jamika McWilliams

Teacher

A.A.S., Early Childhood Education, Nash Community College; B.S., Liberal Studies, Barton College; M.A., Human Services: Marriage and Family, Liberty University

Anna Shook

Child Care Coordinator

A.A., College Transfer, Nash Community College; B.A., Psychology and Theater, North Carolina Wesleyan College; North Carolina Early Childhood Credential, Nash Community College

Maintenance/Housekeeping

Ted Kennedy

Director of Facilities

License, Electrical Contracting, North Carolina State Board of Examiners of Electrical Contractors; License, General Contractor, North Carolina State Board of General Contractors

Maintenance

Greg Deans

Certificate, Heavy Equipment Transport Technology, Wilson Technical Community College; Diploma, Diesel – Heavy Equipment Transport, Wilson Technical Community College

Edward Daughtridge

Certificate, Universal Technician, State Board of Refrigeration Examiners; Certificate, Basic Principles and Practices, National Propane Gas Association; EPA Refrigerant Recovery/ Recycling Certification, Wilson Technical Community College

Ronald Duggins

Housekeeping

Diane Pulley

Early Childhood Credential/Early Childhood Certificate, Nash Community College; Family Child Care Certificate, Nash Community College

Priscilla Charles

William Garrett

Bobby Wiggins

Calvin Pulley

Evening Housekeeping Supervisor

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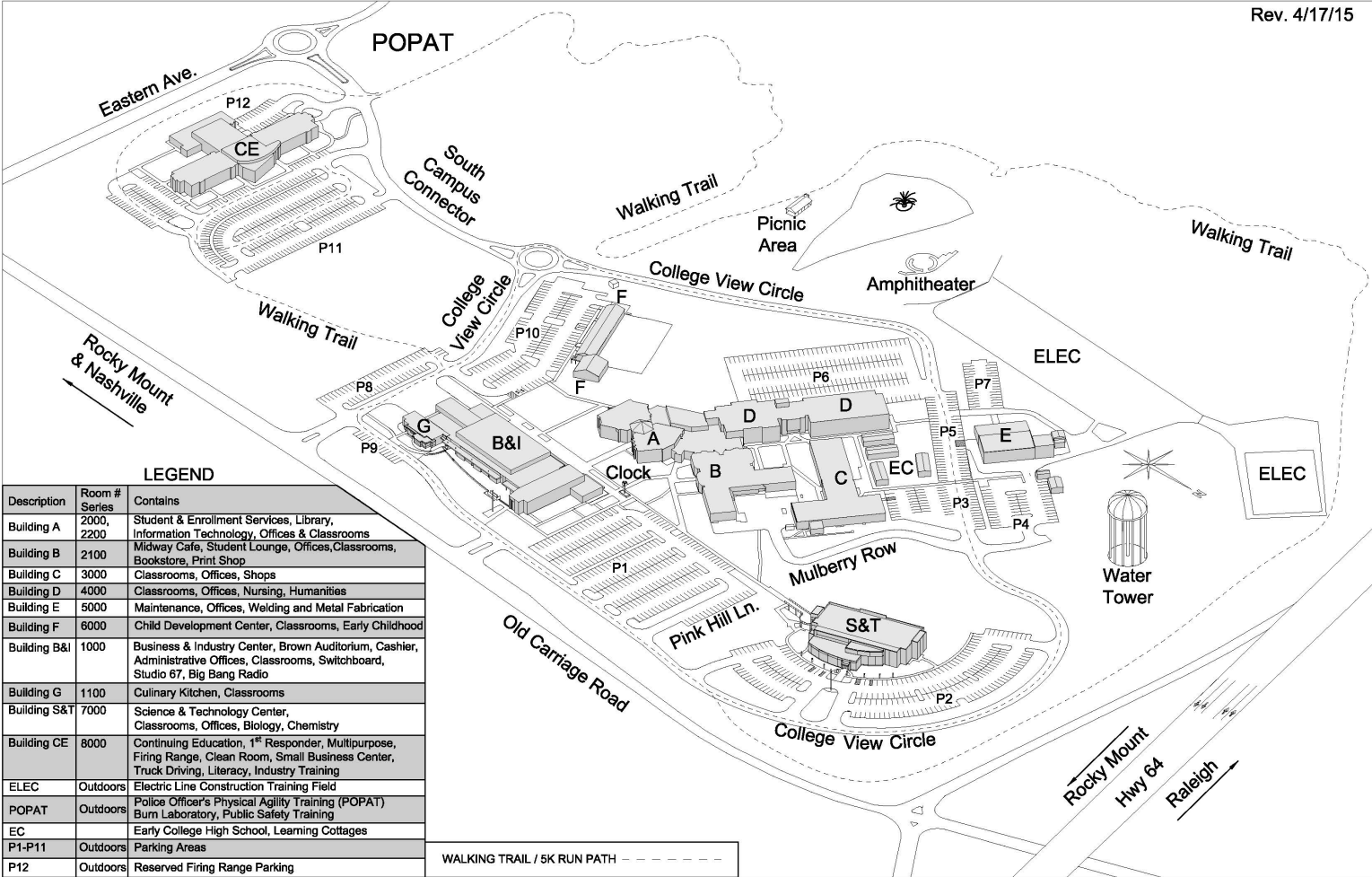
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LEGEND

Description	Room # Series	Contains
Building A	2000, 2200	Student & Enrollment Services, Library, Information Technology, Offices & Classrooms
Building B	2100	Midway Cafe, Student Lounge, Offices, Classrooms, Bookstore, Print Shop
Building C	3000	Classrooms, Offices, Shops
Building D	4000	Classrooms, Offices, Nursing, Humanities
Building E	5000	Maintenance, Offices, Welding and Metal Fabrication
Building F	6000	Child Development Center, Classrooms, Early Childhood
Building B&I	1000	Business & Industry Center, Brown Auditorium, Cashier, Administrative Offices, Classrooms, Switchboard, Studio 67, Big Bang Radio
Building G	1100	Culinary Kitchen, Classrooms
Building S&T	7000	Science & Technology Center, Classrooms, Offices, Biology, Chemistry
Building CE	8000	Continuing Education, 1 st Responder, Multipurpose, Firing Range, Clean Room, Small Business Center, Truck Driving, Literacy, Industry Training
ELEC	Outdoors	Electric Line Construction Training Field
POPAT	Outdoors	Police Officer's Physical Agility Training (POPAT) Burn Laboratory, Public Safety Training
EC	Outdoors	Early College High School, Learning Cottages
P1-P11	Outdoors	Parking Areas
P12	Outdoors	Reserved Firing Range Parking

WALKING TRAIL / 5K RUN PATH - - - - -