



**VANCE-GRANVILLE**  
COMMUNITY COLLEGE

CATALOG

2002-2004

Vance-Granville Community College is an equal opportunity, affirmative action institution. The College serves all students regardless of race, creed, color, sex, national origin, or disabling conditions. The College is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1991 prohibiting discrimination with regard to disabilities.

## Accreditation

Vance-Granville Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; Telephone number 404-679-4501) to award the associate degree.

## Approval

Vance-Granville Community College is approved by the:

North Carolina Community College System  
North Carolina Board of Nursing  
Joint Review Committee on Education in Radiologic Technology  
Commission on Accreditation of Allied Health Education Programs  
Division of Vocational Rehabilitation  
North Carolina State Approving Agency  
for Veterans and Military Education Programs  
North Carolina Board of Cosmetic Art  
North Carolina Department of Insurance  
North Carolina Office of Emergency Services  
North Carolina Real Estate Licensing Board  
North Carolina Department of Facility Services  
North Carolina's Sheriffs' Education and Training  
Standards Commission  
North Carolina Criminal Justice Education and Training  
Standards Commission  
Automotive Service Excellence — National Automotive Technicians  
Education Foundation

## Membership

Vance-Granville Community College is a member of the following:  
American Association of Community Colleges  
North Carolina Community College System  
Southern Association of Colleges and Schools

Vance-Granville Community College issues this catalog to furnish information about the College and its programs to prospective students and other interested persons. Announcements contained in the catalog are subject to change without notice.

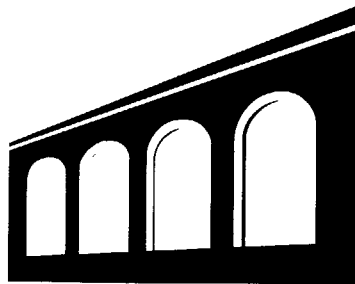
**VANCE-GRANVILLE COMMUNITY COLLEGE**

**POST OFFICE BOX 917**

**HENDERSON, NORTH CAROLINA 27536**

# CATALOG

## 2002-2004



**VANCE-GRANVILLE**  
COMMUNITY COLLEGE

*Your Opportunity For Success*

(252) 492-2061  
<http://www.vgcc.edu>  
[info@vgcc.edu](mailto:info@vgcc.edu)

Vance-Granville Community College

Vance-Granville Community College

MAIN CAMPUS

Intersection of I-85 and Poplar Creek Road (Exit 209)
Midway between Henderson, N.C., and Oxford, N.C.
P.O. Box 917, Henderson, N.C. 27536
Phone: (252) 492-2061 • Fax: (252) 430-0460

SATELLITE CAMPUSES

Warren County Campus

Highway 158 (Business)
Ridgeway St. & Spring St.
P.O. Box 207, Warrenton, N.C. 27589
Phone: (252) 257-1900 • Fax: (252) 257-3612

South Campus

Butner-Creedmoor Highway
Intersection of I-85 & N.C.56
P.O. Box 39, Creedmoor, N.C. 27522
Phone: (919) 528-4737 • Fax: (919) 528-1201

Franklin County Campus

8100 N.C. 56 Highway, Louisburg, N.C. 27549
Phone: (919) 496-1567 • Fax: (919) 496-6604

DIRECTORY OF CORRESPONDENCE

Inquiries will receive prompt attention if addressed to the Administrative Office below in care of Vance-Granville Community College, Post Office Box 917, Henderson, North Carolina 27536.

- For Information About: ..... Write to the Office of:
Academic Advising ..... Dean of Student Development & Advancement Services
Academic Policies and Faculty ..... Dean of Curriculum
Administrative Affairs ..... President
Admissions ..... Coordinator of Admissions & Records
Bookstore ..... Business Manager
Building Usage ..... Facilities Coordinator
Buildings and Grounds ..... Director of Plant Operations
Community Services ..... Dean of College Services
Curriculum, Instruction ..... Dean of Curriculum
Employment ..... Personnel Director
Extension Programs ..... Dean of College Services
Federal Programs ..... Dean of Workforce Development
Financial & Veterans' Assistance ..... Coordinator of Financial Aid
Fiscal and Business Affairs ..... Business Manager
Human Resources Development ..... HRD Coordinator
Industrial Services ..... Director of Economic Development Services
Institutional Research ..... Director of Institutional Effectiveness
Job Placement ..... Coordinator of Career Center
Library ..... Director of Learning Resources
Literacy Programs ..... Dean of Continuing Education
Placement Testing/Student Assessment ..... Coordinator of Admissions & Records
Public Information/News Media ..... Director of Marketing
Registration/Student Records ..... Coordinator of Admissions & Records
Small Business ..... Director of Small Business
Student Affairs and Activities ..... Dean of Student Services
Transcripts ..... Registrar
Workforce Investment Act ..... WIA Coordinator

## MESSAGE FROM THE PRESIDENT

Thank you for considering Vance-Granville Community College as a place to continue your education, something that the citizens of our four-county service area are doing in increasing numbers each year. Vance-Granville's growing enrollment, its impressive physical facilities and its highly professional, devoted faculty and staff have joined to make this school a leader among the 59 community colleges of the North Carolina Community College System.

We have one major focus: to provide better opportunities for our students to learn and to train for meaningful employment leading to successful careers and fulfilled lives.

We are fully aware of the challenges we face as we move into the 21st century. The world in which we live is changing rapidly. Our economy is moving from one of agriculture and traditional manufacturing to one that is technology-driven. In order to provide our students the type of training they need and deserve in this changing world, we know we must continue to change, too.

As we plan and implement these needed changes, we know there are several things upon which we can count to ensure we meet our goals:

- Modern and expanding campuses in four counties — Vance, Granville, Franklin and Warren — to accommodate the great demands for training in the communities we serve and to make education more accessible to more people.
- The overwhelming support of the people in the four counties we serve, both in financial appropriations to operate our campuses and in gifts to our Endowment Fund and Scholarship Program. These funds provide scholarship assistance to nearly 500 students a year.
- Technological advances in equipment and teaching methods, including a state-of-the-art biotechnology training center at our Franklin Campus, and fully-equipped computer training labs with the latest equipment at all four of our campuses.
- A top-quality faculty that challenges our students never to accept the minimum but to strive to accomplish the very most they can, and a support staff that helps the faculty perform its job in the most efficient manner.

These are exciting and challenging times for our citizens who are preparing for their futures, and we at Vance-Granville are excited about our opportunity to provide the education and training to help you and your neighbors be successful in your endeavors. I pledge that all we do at Vance-Granville will continue to be for the benefit of the most important people on our campuses — you, our students.



A handwritten signature in black ink that reads "Robert A. Miller". The signature is written in a cursive, flowing style.

Robert A. Miller

## TABLE OF CONTENTS

Directory of Correspondence .....	2
Message from the President .....	3
Academic Calendar .....	6
College Administration, Board of Trustees .....	8
The College .....	9
Philosophy .....	11
Admissions .....	13
Admissions Procedures	Special Students
Selective Admissions	International Students
Transfer Admissions	Student Assessment
Readmission	Residency
<b>Academic Information .....</b>	<b>21</b>
Degrees, Diplomas & Certificates	Grade Appeals Policy
Student Classification	Dismissal from Program
Advanced Placement	Dean's List
Credit by Examination	Attendance
Prerequisites	Academic Advising
Graduation Requirements	Distance Learning
Grading System	Cooperative Work Experience
Standards of Progress	
<b>Registration and Records .....</b>	<b>33</b>
Registration	Auditing
Change in Registration	Student Records
Course Load	
<b>Financial Information .....</b>	<b>39</b>
Tuition	Accident Insurance
Books	Refunds
Student Fees	Student Aid
Graduation Fees	Financial Aid
Continuing Education Fees	Scholarships
<b>General Information .....</b>	<b>47</b>
Learning Resources Center	Health Services
Ambassadors	I.D. Cards
Career Center & Job Placement	Inclement Weather
Conduct	Organizations
Counseling	Orientation
Day Care Services	Parking
Disabilities	Theatre Arts Program
Emergency Information	Unattended Children
Grievance Procedures	
Handbook	
<b>Student Code of Conduct .....</b>	<b>57</b>
Student Code of Conduct	Student Regulations
Classroom Conduct	Operation and Parking
Campus Conduct	of Motor Vehicles

<b>Continuing Education</b> .....	77
Costs and CEUs	
Adult Basic Education	Adult Learning Center
General Educational Development	Computer Center
Adult High School Diploma	Economic Development Services
Compensatory Education	Public Services
English as a Second Language	Small Business Center
	Workforce Development
<b>Curriculum Programs</b> .....	89
Accounting	
Air Conditioning, Heating & Refrigeration Technology	
Associate in Arts and Associate in Science Degrees	
Associate in General Education	
Associate Degree Nursing (Integrated)	
Automotive Systems Technology	
Basic Law Enforcement Training	
Business Administration	
Business Administration/E-Commerce	
Business Administration/Operations Management	
Carpentry	
Cosmetology	
Cosmetology Instructor	
Criminal Justice Technology	
Early Childhood Associate	
Early Childhood Associate/Teacher Associate	
Electrical/Electronics Technology	
Electronics Engineering Technology	
General Occupational Technology	
Human Services Technology	
Human Services Technology/Mental Health	
Human Services Technology/Substance Abuse	
Industrial Systems Technology	
Information Systems	
Information Systems/Network Administration and Support	
Internet Technologies	
Manicuring/Nail Technology	
Medical Assisting	
Medical Office Administration	
Office Systems Technology	
Office Systems Technology/Legal	
Practical Nursing	
Radiography	
Recreation & Leisure Studies	
Welding Technology	
Developmental Studies	
<b>Curriculum Course Descriptions</b> .....	155
<b>Faculty and Staff</b> .....	251
<b>Campus Locations</b> .....	265

# VANCE-GRANVILLE COMMUNITY COLLEGE

## 2002-2004 ACADEMIC CALENDAR

### SEMESTER SYSTEM

Vance-Granville Community College operates on the semester system. The fall and spring semesters are 16 weeks in length. The summer term is 10 weeks in length. The College is in session five days and four nights a week.

#### Fall Semester 2002

August 19	Monday	Curriculum Classes Begin
August 21	Wednesday	Last Day To Add A Class*
August 28	Wednesday	Last Day For A Partial Refund
August 28	Wednesday	Last Day To Drop With No Transcript Grade
September 2	Monday	Labor Day Holiday
October 14-15	Monday-Tuesday	Fall Break
November 1	Friday	Last Day To Withdraw With "W" Grade
November 28-29	Thursday-Friday	Thanksgiving Holidays
December 12	Thursday	Exam Study Day
December 13-17	Friday-Tuesday	Final Exams

#### Spring Semester 2003

January 7	Tuesday	Curriculum Classes Begin
January 9	Thursday	Last Day To Add A Class*
January 16	Thursday	Last Day For A Partial Refund
January 16	Thursday	Last Day To Drop With No Transcript Grade
January 20	Monday	Martin Luther King, Jr. Holiday
March 12-14	Wednesday-Friday	Spring Break
March 25	Tuesday	Last Day To Withdraw With "W" Grade
April 18,21	Friday, Monday	Easter Holidays
May 5	Monday	Exam Study Day
May 6-8	Tuesday-Thursday	Final Exams
May 13	Tuesday	Spring Graduation

#### Summer Semester 2003

May 20	Tuesday	Curriculum Classes Begin
May 21	Wednesday	Last Day To Add A Class*
May 26	Monday	Memorial Day Holiday
May 27	Tuesday	Last Day For A Partial Refund
May 27	Tuesday	Last Day To Drop With No Transcript Grade
June 30- July 4	Monday-Friday	Independence Day Holidays
July 11	Friday	Last Day To Withdraw With "W" Grade
August 5	Tuesday	Curriculum Classes End
August 7	Thursday	Summer Graduation



## Fall Semester 2003

August 18	Monday	Curriculum Classes Begin
August 20	Wednesday	Last Day To Add A Class*
August 27	Wednesday	Last Day For A Partial Refund
August 27	Wednesday	Last Day To Drop With No Transcript Grade
September 1	Monday	Labor Day Holiday
October 13-14	Monday-Tuesday	Fall Break
October 31	Friday	Last Day To Withdraw With "W" Grade
November 27-28	Thursday-Friday	Thanksgiving Holidays
December 11	Thursday	Exam Study Day
December 12-16	Friday-Tuesday	Final Exams

## Spring Semester 2004

January 7	Wednesday	Curriculum Classes Begin
January 9	Friday	Last Day To Add A Class*
January 16	Friday	Last Day For A Partial Refund
January 16	Friday	Last Day to Drop With No Transcript Grade
January 19	Monday	Martin Luther King, Jr. Holiday
March 10-12	Wednesday-Friday	Spring Break
March 24	Wednesday	Last Day To Withdraw With "W" Grade
April 9, 12	Friday, Monday	Easter Holidays
May 4	Tuesday	Exam Study Day
May 5-7	Wednesday-Friday	Final Exams
May 12	Wednesday	Spring Graduation

## Summer Semester 2004

May 18	Tuesday	Curriculum Classes Begin
May 19	Wednesday	Last Day To Add A Class*
May 24	Monday	Last Day For A Partial Refund
May 24	Monday	Last Day to Drop With No Transcript Grade
May 31	Monday	Memorial Day Holiday
July 2	Friday	Last Day To Withdraw With "W" Grade
July 5-9	Monday-Friday	Independence Day Holidays
August 3	Tuesday	Curriculum Classes End
August 5	Thursday	Summer Graduation

*\*Instructor permission is required to add a class beyond this date.  
See "Drop and Add" policy.*

## THE COLLEGE ADMINISTRATION

- Robert A. Miller ..... President
- Frederick H. Wilson, Jr. .... Vice President
- Gary W. Morgan ..... Business Manager
- Terry E. Garrison ..... Dean of Workforce Development
- Daniel W. Guin ..... Dean of College Services
- Vanessa R. Jones ..... Dean of Student Development and Advancement Services
- Leo Kelly, Jr. .... Dean of Continuing Education
- Marsha J. Nelson ..... Dean of Curriculum
- A. Gene Purvis ..... Dean of Student Services

## BOARD OF TRUSTEES

- John K. Nelms ..... Chairman
- Donald C. Seifert, Sr. .... Vice Chairman
- Henrietta H. Clark ..... Secretary

- D. Bernard Alston ..... Vance County
- J. David Brooks ..... Granville County
- Marion J. Church ..... Vance County
- Henrietta H. Clark ..... Vance County
- T.W. Ellis, Jr. .... Vance County
- John M. Foster ..... Vance County
- Nancy R. Henderson ..... Vance County
- Clarence Lemons ..... Granville County
- John K. Nelms ..... Granville County
- Abdul Sm Rasheed ..... Vance County
- Donald C. Seifert, Sr. .... Vance County
- Grace W. Vickery ..... Vance County
- Ralph S. Knott ..... Franklin County (ex-officio)
- President, Student Government Association ..... Student Representative



*Faculty and staff present check to trustees for Endowment Fund.*

## THE COLLEGE

Vance-Granville Community College was founded as Vance County Technical Institute by the 1969 North Carolina General Assembly. In receiving its charter, it became the 30th college approved as a member of the state system, which today boasts 59 institutions.

In January 1970, VCTI officially moved into renovated quarters of the old Maria Parham Hospital building in Henderson and several months later began offering extension classes there. By the fall of that year eight vocational and technical courses were added to the curriculum.

During the ensuing year, VCTI experienced a phenomenal growth in enrollment, and the need for larger, more permanent facilities became increasingly evident. The Board of Trustees requested the Vance County Board of Commissioners to hold a \$2-million bond referendum for that purpose. Granville County representatives expressed interest in supporting a united effort between the counties to construct and maintain the new campus. The joint bond issue passed in 1972, and the name of the institution was changed to Vance-Granville Technical Institute.

Located midway between Henderson and Oxford, the new campus opened in August 1976, just six weeks after the Legislature granted the institution community college status, and its name was changed to Vance-Granville Community College.

The College experienced such rapid growth that a fifth building was added in 1978, and the College service area was expanded to include Franklin and Warren counties.

In 1981, the General Assembly funded a special appropriation for much-needed equipment for training purposes. That same year, seven new programs were added to the general curricula, resulting in record-breaking enrollments and the eventual opening of South Campus, a satellite facility in southern Granville County.

The next year, the VGCC Endowment Fund Corporation was reactivated to seek contributions from the community for its scholarship program and other support for the college. At that time the fund held approximately \$15,000 in assets. Since then, the Endowment Fund and Scholarship Program have increased in value to nearly \$5 million. This total includes an estate gift estimated at more than \$2 million and another gift of more than \$875,000 in a trust. Both donations, made in 1998, represent the largest gifts of their kind to any North Carolina community college educational foundation.

In 1984, the College reached another plateau in its physical growth plan when it received \$1.1 million in construction funds from the General Assembly. These funds supported a new Student Admissions/Skills Training Center, built in 1985 on the main campus; construction of a new South Campus complex in Granville County; and the renovation of facilities for an annex campus in Warren County. Both satellites were completed in 1988.

With the opening of new entrance and exit ramps off Interstate 85 in 1988, improved access to the Main Campus resulted in bringing the College closer to its students as well as enhancing its visibility.

VGCC met still another long-range goal in 1989 with the construction of a \$2 million Small Business/Civic Center on the Main Campus.

Significant growth in the '80s underscored VGCC's ongoing efforts in the '90s to serve area citizens with new and improved educational opportunities that included the opening of a new satellite facility in Franklin County in 1991.

The year 1993 brought more good news for the College's growth plans, as North Carolina voters passed a \$200 million Community College Bond Referendum. VGCC's share of the monies, \$4,217,400, was earmarked for a variety of construction/renovation projects.

Part of the funds supported the construction of a new classroom/day care building, completed in the summer of 1996 on Main Campus. This structure, totaling nearly 24,000 square feet, houses 11 College Transfer/General College classrooms, a day care center, a computer lab, a classroom for nursing aide/EMT training, and faculty/staff offices.

This new facility, coupled with expansion, construction and renovation at the satellite campuses, has contributed to enrollment increases. During 2001-2002, the College served more than 16,500 curriculum and extension students — or one of every seven eligible adults in the service area.

In 2000, North Carolina voters passed a Higher Education Facilities bond referendum, which will provide Vance-Granville Community College with \$17.1 million over a six-year period for new construction and renovations. Plans are to build a new classroom building at each of the college's four campuses, with construction to begin on the first building at the Main Campus in 2002. This, and buildings to follow at the other three campuses, will provide space for additional technology instruction, as well as growing literacy and workforce development programs.

Now, as Vance-Granville moves into the 21st century, it faces a host of changes and advances in technology, research, instructional services and resources. The College has rapidly embraced the Information Highway by upgrading its computer technology for training, for communications and for acquiring access to a world of information through the Internet and other resources for its students, faculty and staff.

## **MAIN CAMPUS**

The Main Campus of Vance-Granville Community College is located midway between Oxford and Henderson on an 83-acre tract of land off Interstate 85. The Main Campus consists of eight classroom buildings and a Civic Center, valued in total at \$24.3 million.

## **SATELLITE CAMPUSES**

Along with providing a variety of programs on its Main Campus, the College offers classes at other locations in the four-county service area.

VGCC maintains three satellite campuses: the South Campus, situated between Butner and Creedmoor in southern Granville County; the Warren County Campus, located in downtown Warrenton; and the Franklin County Campus, which operates on a new site on Highway 56 outside Louisburg.

Since their formal dedication in the fall of 1988, both South Campus and Warren Campus have been renovated, enlarged and improved to accommodate a growing number of students. Franklin Campus, which first opened its doors to students in 1991, shared space in the Louisburg Human Services Building before moving in 1998 to its permanent new home. Two new buildings were added at the Franklin Campus in 2001, a Biotechnology Lab and classroom building and a Multipurpose Addition, giving the campus four buildings. The combined value of these three campuses is approximately \$11.1 million.

## PHILOSOPHY

The philosophy that guides Vance-Granville Community College encompasses the right of individuals to advance their skills and knowledge to their maximum potential. Indeed, the future of a democracy depends on an educated and responsible citizenry. Financially and geographically, the College provides educational opportunities not otherwise available to area adults.

A community-centered institution, Vance-Granville Community College focuses on the needs of its citizenry and institutions, offering a broad and flexible base of educational services. This integration into the life of the community differentiates the Community College and its outreach programs from all other postsecondary institutions.

In order to assure everyone an equal opportunity to learn and improve skills, the doors to Vance-Granville Community College will never be closed to anyone of eligible age who can profit from its programs. The "open door" with guided placement policy focuses on the dignity and worth of each individual and offers opportunities for each person to realize maximum potential, regardless of entry level skills.

The keys to implementing this philosophy are the caring professionals who maintain a commitment to public service and excellence in education.

## PURPOSE AND OBJECTIVES

Vance-Granville Community College is a public, two-year, post-secondary educational institution with an open-door admissions policy. Its purpose is to extend affordable, lifelong learning opportunities to the citizens of Vance, Granville, Franklin, and Warren counties and beyond that will enable citizens to acquire the education and training necessary for employment in the workforce, overcome barriers imposed by insufficient mastery of basic skills, acquire the first two years of a baccalaureate degree program, and enhance the quality of life through the development of personal interests and talents.

Specific objectives established to accomplish this purpose are:

1. Provide quality associate degree, diploma and certificate programs in technical and vocational areas to prepare students for initial employment as qualified technicians and skilled craftspeople;
2. Offer a broad scope of occupational extension courses designed to prepare individuals for initial employment, upgrade the skills of workers in their present jobs and provide retraining for persons whose jobs have been eliminated.
3. Offer basic skills education, adult high school preparation and developmental programs;
4. Offer job training and consulting services to new, existing and expanding businesses and industries;
5. Provide a quality college transfer program;
6. Employ qualified instructors and staff and provide them with professional development opportunities;

7. Provide support services to maximize student success, which include academic advising, career planning, counseling, tutoring, financial aid, job and transfer placement, library and other learning resources;
8. Provide accessible educational opportunities to students with special needs;
9. Employ sound management practices and systematic planning and assessment to meet the overall objectives of the College, allocate and safeguard resources, monitor the use/expenditure of resources, and provide timely and effective reporting;
10. Maintain effective and cooperative relationships with schools, colleges, universities, government agencies and employers;
11. Provide experiences for educational, cultural and personal growth and enlightenment that enhance the role of the College as the focal point of the community; and
12. Employ technology to enhance the effectiveness of teaching at the College and to increase the accessibility of learning opportunities to area residents.

## **ACCREDITATION AND MEMBERSHIPS**

Vance-Granville Community College is a member of the North Carolina Community College System and operates under the authority of a local Board of Trustees and the State Board of Community Colleges, as specified in Chapter 115a of the General Statutes of North Carolina and Amendments thereto. Vance-Granville Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and by the North Carolina State Board of Community Colleges.

Vance-Granville Community College is a member institution of the American Association of Community and Junior Colleges.

## **VISITORS**

Visitors are always welcome at Vance-Granville Community College. Members of the Counseling Services Division or satellite campus coordinators will conduct campus tours for individuals or groups as desired; please call Counseling Services for an appointment.

Inquiries about the College and its programs should be directed to the Dean of Student Services, the Dean of Student Development and Advancement Services, or the Dean of Continuing Education.

Visitors are not permitted to attend classes or contact students on campus without permission from the Dean of Student Services, the Dean of Student Development and Advancement Services, or satellite campus coordinators.



**ADMISSIONS**

Vance-Granville Community College maintains an "open door" admissions policy for all applicants who are high school graduates or who are 18 years old or older. (For exceptions, see *Admission Under Special Conditions*, page 16.) Placement of students in the various programs of instruction is selective with special emphasis on career guidance and individual admissions counseling. The College serves all individuals who can profit from instruction, regardless of race, creed, sex, age, religion, national origin, disability or other non-relevant factors.

Admission to a specific course of study is based upon guidelines developed to help the student determine his/her chances of success in that career field. Before the student is admitted to any curriculum, a counseling interview and/or academic advising session is arranged, and a series of placement assessment examinations are scheduled. When scores on tests or other evidence indicate a lack of readiness to pursue a specific curriculum, the student will be assigned to the developmental courses or may be encouraged to reevaluate occupational and/or educational goals.

Students entering degree programs are required to be high school graduates or the equivalent. Students entering programs that offer the vocational diploma or certificate should be high school graduates, but exceptions may be made for adults who have been out of school for some time, and who can profit from instruction.

### **General Admissions Procedures**

1. Submit a completed admissions application.
2. Submit an official transcript of all previous education beyond the eighth grade. Home-schooled students must produce evidence of completion of a state-approved home school program. (Exception: GED graduates)
3. GED graduates must submit official record of scores. Adult High School Graduates must submit official high school transcripts.
4. Participate in placement assessment examinations as required by a program of study.
5. Students who are uncertain about a program of study are referred to the Career Center for assessment. (See Career Center, page 50.)
6. Participate in academic advising.

The College reserves the right to evaluate special cases and to refuse admission to applicants when considered advisable in the best interest of the applicant and the College. NOTE: Students who have an associate degree or higher from an accredited college or university are not required to submit high school transcripts. (Exception: Students entering allied health fields must submit high school transcripts.)

### **Selective Admissions**

Selective admissions are used in programs of study that require additional standards to the "open door" philosophy. In addition to the standard procedures required of all curricular applicants, students desiring enrollment in Associate Degree Nursing, Basic Law Enforcement Training (BLET), Medical Assisting, Practical Nursing and Radiography must meet specific departmental requirements. For selection to specific programs of study, students should direct inquiries to the Admissions/Records Office.



## **Selective Admissions Procedures**

1. Applicants should qualify on placement examinations as prescribed for the program of study.
2. Upon qualifying, applicants may be scheduled for conferences with members of the department in which they desire to enroll.
3. Applicants should meet secondary school or postsecondary course requirements as established for specific programs of study.
4. After all admissions requirements have been met by the applicant, official admission is contingent upon proof of satisfactory physical health as required by regulatory agencies.
5. Final selection will be determined by the number of openings in the program of study and by the applicant's evaluation and ranking.

## **TRANSFER FROM POSTSECONDARY INSTITUTIONS**

The student who has successfully completed courses at other post-secondary institutions must adhere to the same procedures as an incoming freshman. The student is responsible for submitting an application for admission and official transcripts of all previous educational experience. (An official transcript is one that is mailed directly from the other high school, college or university to Vance-Granville Community College, or is submitted by the applicant in an officially sealed envelope from the other educational institution.)

Upon receipt of an official transcript, courses completed at other accredited, post-secondary institutions will be evaluated by the Registrar in accordance with the following statements:

1. Transfer credit may not exceed 50 percent of the total credit hours required to complete the desired program of study.
2. All credit to be transferred must be equivalent to course offerings in the applicant's chosen major or program of study as stated on the Application for Admission.
3. No grade lower than a "C" will be transferred.
4. Eligible college credit which was completed over ten years prior to the semester in which the student is admitted to VGCC will not be transferable unless the applicant has completed that coursework as part of a completed Associate degree or higher. Additionally, applicants to the selective admissions Health Education programs must have completed BIO-prefix classes within five years prior to admittance to the College, and NUR-prefix classes within three years to be considered transferable. Finally, the transferability of all computer information systems (CIS) and related coursework is subject to approval by the Department Chairperson due to the rapid technological changes in this program of study.
5. Transfer credit will not influence the student's quality point average and will not be evaluated in graduation honors or awards. Transfer credit is recorded on the VGCC transcript with a grade of "T."
6. Students with questions regarding transfer credit should contact the Registrar. Students have a right to appeal transfer credit decisions to the appropriate department and division chairpersons.

## Change of Major

Students who change major within the College will have their transcript(s) re-evaluated for possible transfer credit. In cases where prior courses completed or attempted at VGCC are applicable to the new major, they will be automatically applied to the new major, and the grades earned will be included in calculating the student's quality point average. Previously completed courses at Vance-Granville Community College that are not applicable to the new major or program of study will remain on the student's transcript, but will not influence the student's quality point average or be evaluated in graduation honors or other awards. (The grades of such classes will be marked by an asterisk on the transcript.) Previously-granted transfer credit from other colleges and universities may be revised as a result of a change of major.

## READMISSION

A student who previously attended VGCC but was not enrolled the immediate preceding year must make application or readmission with the Admissions/Records Office. If the applicant was enrolled in another college during the interval, he/she must request that college to send an official transcript of academic work to the Admissions/Records Office.

A former student will not be readmitted until all former and current indebted obligations to any program or activity under the administrative jurisdiction of the College have been satisfied.

Students seeking readmission into Health Education programs must meet additional requirements. Students may contact the Admissions/Records Office for details concerning these requirements.

## ADMISSION UNDER SPECIAL CONDITIONS

**Provisional Student:** Students whose records are not complete may be permitted to enter the College as provisional students. A provisional student will be required to complete the placement examinations and to submit all required transcripts prior to the end of the term in which he/she enrolls. No provisional student will be certified for veterans' benefits or federal financial aid awards until full admissions status is awarded.

**Special Students:** Special students are those who are enrolled for course credit, but not in a curriculum leading to the diploma or associate degree. Students enrolled in this status are required to take the placement test battery for enrollment into most curriculum courses. Prerequisites for specific courses will have to be met before enrolling, although the student does not have to meet the admission requirements for curriculum programs.

Students classified as "special students" are ineligible to receive most types of financial aid. Students who accumulate more than twenty-four (24) semester hours must complete the regular admission requirements and declare a major.

**Dual or Concurrent Enrollment Students:** Qualified high school students at least 16 years of age may enroll in courses at the 100 level or above if official written permission is obtained from their school principal (or designee) or the superintendent of their school system. These courses may be used to provide self-improvement, and/or to acquire advanced stand-

ing in their chosen program of study. Dual enrollment students must have satisfactory results on the placement examination for their particular classes taken. These students are not allowed to displace adult students, and therefore must register on the last day of late registration during designated hours.

**Cooperative Programs for High School Students:** Cooperative program classes are curriculum classes numbered 100 level or above that are requested by the local school systems that may be difficult to offer as a regular high school course due to expensive equipment, facilities, or staffing. Students must be qualified high school juniors and seniors, must be at least 15 years of age, and must have satisfactory results on placement examinations (if required) for their particular classes. High school students enrolled in these classes receive college and high school credit under the guidelines of the Huskins Bill.

**Intellectually Gifted and Mature Students Under 16 Years Old:** Vance-Granville Community College has set guidelines based on Legislation (HB 1246) as amended and the State Board Adopted Rule 23 NCAC2C.0305 as amended, concerning admission criteria for Intellectually Gifted and Mature Students under 16 years of age who have had successful experiences which reasonably predict their ability to make satisfactory progress at the institution. All inquiries for this program must be directed to the Dean of Student Development and Advancement Services.

## **CONCURRENT ENROLLMENT FOR GED STUDENTS**

Students currently enrolled in GED programs may enroll as provisional students or special students in curriculum vocational courses. These individuals will be required to meet established course prerequisites and/or demonstrate a necessary level of competence. Concurrently enrolled GED students do not qualify for Federal or State Financial Aid.

## **ADULT EDUCATION AND EXTENSION STUDENTS**

Any student admitted to class must have reached his/her 18th birthday, and the student's regular public class must have graduated. Students who are not 18 years of age may be admitted for special programs when approved by the appropriate school principal and superintendent.

## **INTERNATIONAL STUDENTS**

International students are admitted in accordance with federal Immigration and Naturalization Service (INS) regulations that govern non-immigrant student visa (F-1) status. Vance-Granville Community College is authorized by the INS to issue I-20 Forms to qualified international applicants for Associate degree programs. In summary, before being admitted, an international student must:

- 1) Submit an Application for Admission with the applicant's original signature;
- 2) Present official TOEFL, SAT or ACT scores that document academic English ability, or acceptable scores in English, Reading and Mathematics on the college placement test battery. (This option is only available to international applicants who are already in the U.S. on another valid non-immigrant visa type);

*continued*

- 3) Submit official secondary and/or high school and college or university transcripts (if applicable). Transcripts must be submitted with the application for admission in sealed envelopes or mailed directly to VGCC from the overseas institution, and must be translated to English if necessary;
- 4) Submit an Affidavit of Support completed by the applicant's sponsor and accompanied by an original bank letter or statement that certifies the availability of sufficient funds to cover all expenses, food, housing and transportation.

All admissions requirements must be met before the College can issue an I-20 Form to an international applicant.

The current estimated annual cost for an international student attending Vance-Granville Community College is \$14,910. An international applicant may be required to submit a tuition deposit if the transfer of funds from overseas is problematic. International students are considered non-residents for tuition purposes as long as they hold a non-immigrant visa, and are not eligible for state or federal financial aid. International students are required to study on a full-time basis (at least 12 hours) every fall and spring semester, and are not eligible for employment except under limited circumstances. All necessary forms and additional details regarding the application process for international applicants is available in the VGCC website at: <http://vgcc.edu/forms/internationalstudents.htm>.

## STUDENT ASSESSMENT AND PLACEMENT

Each new curriculum student is required to take an assessment and placement test battery prior to the initial registration. A returning student who has not completed developmental course work and who has missed six or more consecutive terms at Vance-Granville Community College must retake the placement test and enroll in the developmental course work as indicated by his/her scores.

The placement scores will be used in academic advising and determining a student's chances at success in selected courses. Students who lack the basic academic skills will be given opportunities to eliminate deficiencies through developmental courses. Student are required to have satisfactory placement test scores in order to enroll in course work at the 100 level or above. Students who place into Adult Basic Skills reading and/or writing will be allowed to enroll in developmental courses after they have received appropriate remediation through the Adult Basic Skills program.

## RETEST POLICY

A new student may retest one time before enrolling in classes if he/she so desires. A student cannot retake the placement test once he/she has enrolled in developmental courses. The student must successfully complete the developmental course work before moving on to curriculum classes. Exceptions will only occur with a written request from the instructor to the Dean of Student Services or the Dean of Student Development and Advancement Services.

## **WAIVER OF ASSESSMENT AND PLACEMENT TESTING**

The placement test battery may be waived for the following applicants:

1. Transfer students who have successfully completed college- or university-level courses in English and/or mathematics from an accredited secondary institution.
2. Applicants who scored on the Scholastic Assessment Test (SAT) with an individual verbal score of 500 or better and at least 500 on mathematics or a 19 on the American College Test (ACT) with neither English, reading or mathematics below a 19. Only scores less than five (5) years old at the time of application will be accepted.
3. Applicants who enroll as special students will be required to test for most curriculum classes.

## **TESTING SCHEDULE**

The assessment and placement battery is periodically scheduled throughout each academic term. Testing sessions are scheduled during the day and evening to accommodate students. Students are notified of testing after making application to the College. Note: Applicants should not bring children to testing sessions.

## **RIGHT OF APPEAL (TESTING)**

Any individual who thinks that special consideration should be given to him/her concerning the test policy has a right to appeal. A formal request in writing, briefly describing reasons for the appeal, should be made to the Dean of Student Services or Dean of Student Development and Advancement Services.

## **RESIDENCE STATUS FOR TUITION PURPOSES**

The tuition charge for persons who have been legal residents of North Carolina for at least 12 months is less than for non-residents. G.S.116-143.1 of N.C. State Statutes covers the requirements for determining resident status for tuition purposes. A portion of G.S.116-143.1 is quoted as follows:

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 12 months immediately prior to his/her classification as a resident for tuitional purposes. Every applicant for admission shall be required to make a statement as to his/her length of residence in the State. To be eligible for classification as a resident for tuition purposes, a person must establish that his/her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

An individual shall not be classified as a resident for tuition purposes "... until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution..."

*continued*

Information relating to claimed North Carolina residence for tuition purposes shall be required from all applicants claiming to be North Carolina residents, and a determination shall be made by the Registrar as to whether or not the applicant qualifies for in-state tuition rates. Should the ruling be contrary to the applicant's expectation, it may be appealed to the Student Services Committee of the College. Should the Student Services Committee's ruling be contrary to the applicant's expectation, it may be appealed to the State Residence Committee. In the event that an appeal is deemed necessary, full information on procedures shall be provided by the Dean of Student Services.

**The burden of establishing facts that justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification.**

Decisions by the College will be based on the requirements of the General Statutes of North Carolina and regulations specified in "A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes." Applicants with questions not covered by this section should contact the Dean of Student Services.



# ACADEMIC INFORMATION

## DEGREES, DIPLOMAS AND CERTIFICATES

The College offers the following degrees, diplomas or certificates for students who successfully complete approved programs of instruction:

1. The **Associate in Arts and Associate in Science degrees** are awarded to students majoring in college transfer programs and who may plan to transfer to four-year colleges or universities after completing their community college program.
2. The **Associate in Applied Science Degree** is awarded to students majoring in one of the technical curricula and who plan to obtain full-time employment upon graduation from the college.
3. The **Associate in General Education Degree** is awarded to students majoring in courses designed for personal growth and development leading to variable employment opportunities.
4. A **Diploma** is awarded to students who complete the one-year vocational curricula.
5. A **Certificate** is awarded to students who complete programs less than one year in length.
6. A **High School Diploma** is awarded to students qualifying through the Individualized Instructional Center program. The diploma is awarded by the Vance County Board of Education in cooperation with Vance-Granville Community College.
7. The **Adult High School Equivalency Certificate** is awarded by the North Carolina Department of Public Instruction to individuals who make satisfactory scores on the General Educational Development (GED) tests.

## STUDENT CLASSIFICATION

**FRESHMAN:** A student who has earned less than 36 semester hours of credit.

**SOPHOMORE:** A student who has earned 36 or more semester hours of credit.

**FULL-TIME OR REGULAR STUDENT:** A student who is registered for 12 or more credit hours.

**PART-TIME STUDENT:** A student who is taking less than 12 credit hours.

**SPECIAL STUDENT:** A student who is not seeking a degree or who is auditing a course and has earned less than 24 credit hours.

## ADVANCED PLACEMENT

Advanced placement is offered to students who, because of their demonstrated abilities, are qualified to accelerate their studies. Advanced credit may be awarded in the following ways: 1) Credit by Examination (see following section for details); 2) Successful completion of the general or subject examination of the College Level Examination Program (CLEP); 3) Successful completion of Advanced Placement Exam as administered by the College Entrance Examination Board (CEEB); 4) Successful completion of subject standardized test of the Defense Activity for Nontraditional Education Support (DANTES); and 5) Transfer credit from accredited, post-secondary institutions as outlined in the Admissions section page 15. In cases of all standardized examinations, official score reports must be submitted to the Registrar for evaluation of possible transfer credit.



## CREDIT BY EXAMINATION

Regularly enrolled students who have reason to believe that previous educational studies, training programs or work experiences may entitle them to course credit may request credit by examination.

They must first register and pay for the course and then notify the instructor during the first class meeting that they wish to challenge the course.

The examination will be administered by the appropriate department. The standard tuition fee for curriculum courses per credit hours will be charged.

Successful completion of the course will result in a grade of "CE." The credit hours of the class will count toward graduation. Please note that most colleges do not accept a "CE" grade as transfer credit.

Information on the College's policy on Credit by Examination may be obtained from the office of the Registrar. **Note: No federal financial aid or veterans' benefits are payable for Credit by Examination (CE) courses.**

## PREREQUISITES

Prerequisites are indicated for many courses offered at Vance-Granville Community College. These are intended to give the student some measure of the proficiency expected for those beginning a given course. In the event other courses and/or experiences might qualify the student to take a course without the prescribed prerequisite, a student may request permission to exempt the prerequisite course by proficiency examination. This examination must be satisfactorily completed prior to entering the higher-level course. Students failing to meet prerequisites prior to entering a course may be dropped from the class.

## GRADUATION REQUIREMENTS

To be eligible for graduation, a student must

1. Have all official high school and post-secondary transcripts on file with the Admissions/Records Office at VGCC.
2. Successfully complete his/her course of study.
3. Earn a cumulative quality point average of 2.0 on all work attempted that is applicable toward graduation.
4. Have no outstanding balance due to the Business Office. (No degree, diploma, certificate, or transcript of a record will be issued to a student who has not made satisfactory settlement with the Business Office for all indebtedness to the College.)
5. Have submitted an Application for Graduation form, signed by their academic advisor, to the Registrar's Office.
6. Pay graduation fee at the Business Office.

NOTE: Transfer students must complete a minimum of 50 percent of the course credit hours as required in their program of study at Vance-Granville Community College. Waiver of this requirement must be approved by the department chairperson and Dean of Curriculum.

## APPLICATION FOR GRADUATION

It is the responsibility of the student to make application for graduation during the term preceding the term he/she expects to complete curricular requirements (See "Student Calendar" for dates to apply). The student should first see his/her advisor to: (1) determine status in regard to completion of curricular requirements; (2) obtain an Application for Graduation form; and 3) make an appointment with the Registrar. When this form has been completed by the student and signed by the advisor, the student meets with the Registrar, who will certify the student for graduation when all graduation requirements have been met. The graduation fee must be paid at this time.

Graduation exercises to award degrees and diplomas are held twice a year — in May and August. Candidates for degrees and diplomas are encouraged to attend commencement exercises.

## STUDENT RESPONSIBILITIES

All students are responsible for the proper completion of their academic program, for familiarity with all requirements of the Vance-Granville Community College catalog under which they intend to graduate, for maintaining the Quality Point Average required and knowing their academic standing, and for meeting all other degree requirements. Advisors and counselors are available to all students, but final responsibility for meeting program and graduation requirements remains with the students.

## GRADING SYSTEM AND QUALITY POINT AVERAGE

A grading system is a method of recording faculty evaluations of student progress and the fulfillment of class objectives. All students officially enrolled in courses must be awarded a grade in accordance with College policies. The grade is awarded by the instructor and may not be changed without a proper authorization form being completed by the instructor.

Grade	Explanation	Quality Points Per Credit Hour
A .....	Excellent Quality .....	4
B .....	High Quality .....	3
C .....	Average Quality .....	2
D .....	Minimum Satisfactory Quality .....	1
F .....	Unacceptable Quality .....	0
I .....	Incomplete Grades (No Credit) .....	*
P (PA, PB, or PC) .....	Pass Class Grade .....	*
R (RR or RF) .....	Reschedule/Fail Class Grade .....	*
X .....	Audit (No Credit) .....	*
W .....	Officially Withdrew .....	*
WA .....	Administrative Withdrawal .....	*
T .....	Transfer Credit .....	*
CE .....	Credit By Examination .....	*

\*Not computed in Quality Point Average.

## **INCOMPLETE GRADE**

(No Credit) The symbol "I" is assigned in place of a grade when students who are making satisfactory progress are unable to complete all class assignments.

The requirements for satisfactory completion of a course will be established by the instructor in accordance with course objectives. The incomplete "I" is temporary and must be changed to a grade (A,B,C,D,F) within the time period designated by the instructor, but not to exceed eight weeks from the beginning of the next term from which the course is taken. The "I" is used for verifiable, unavoidable reasons and extends enrollment without requiring rescheduling of the course.

The instructor will award a permanent grade based upon course objectives successfully completed, and it is the responsibility of the student to ensure satisfactory completion.

Incomplete grades are not payable for veterans' benefits and may also affect Federal Financial Aid Standards of Progress.

## **'P' GRADE (with an A, B or C grade following it)**

(No Credit) The specific courses for which the "P" grade is applicable are any courses below a 100-level curriculum course.

## **'R' GRADE (with or without an R or F grade following it)**

(No Credit) "R" grades are awarded to specific curriculum courses below the 100 level. The "R" indicates the student is making progress but has not met minimum course objectives. The student should reschedule the course during the next registration. The "R" will not be computed in quality point averages and no credit is awarded. (For financial aid and/or veterans' benefits, the "R" grade is classified as nonpunitive for GPA purposes, but still will affect financial aid Standards of Progress.)

## **'X' GRADE**

(No Credit). The audit grade indicates the student is enrolled for non-credit. This is not counted in computing quality point averages. Neither federal financial aid nor veterans' benefits are payable for audited classes. (See page 36 for additional information on auditing a course.)

## **'W' GRADE**

(No Credit) The "W" indicates the student officially withdrew from the course without academic penalty. The "W" requires the student to re-enroll in order to receive credit for the course. Students who officially register for a course may not withdraw merely by non-attendance. "W" grades are not payable for veterans' benefits and will affect Federal Financial Aid Standards of Progress.

**Students who fail to withdraw officially may receive an "F" on each course for which they were registered.**

An instructor has the option to dismiss a student from class with a "W" grade before the 65-percent point or with an "F" grade after the 65-percent point for violation of the class attendance policy. (See attendance policy, page 30.)

## 'WA' GRADE

(No Credit) The "WA" indicates that the student officially withdrew with the approval of the instructor, department chairperson, Dean of Curriculum, and Dean of Student Services after the 52nd day of the semester (23rd day of the summer term or the 26th day of the mini-semester). The "WA" grade will only be given in cases of mitigating circumstances with documentation.

## 'CE' GRADE

(Credit By Examination) The "CE" indicates that the student has received credit by examination for a course. Details of this procedure appear in the chapter on Academic Information. **"CE" grades are not payable for financial aid or veterans' benefits.**

## CHANGE OF GRADE

Awarding grades to students is the responsibility of the instructor. Once awarded, a grade may be changed only upon written explanation and authorization from the instructor to the Registrar's Office using the Change of Grade form.

## COMPUTING QUALITY POINT AVERAGES

The grades for each subject will be converted to quality points. A quality point average will be determined for an individual's academic standing for awards and probation. The grade for each subject taken under the current major will be converted to quality points by:

1. Multiplying the semester hour credits times the quality points awarded.
2. The total quality points are then divided by the total semester hour credits of courses attempted in order to obtain the Quality Point Average.

## STANDARDS OF PROGRESS

Each student at Vance-Granville Community College is expected to maintain satisfactory academic progress toward completing requirements of a degree, diploma or certificate. At the end of each term, a student's quality point average for that term and his/her cumulative Quality Point Average are examined.

Academic standing is determined by the cumulative Quality Point Average. (Total number of quality points earned divided by the total number of semester hours attempted.) A student whose cumulative Quality Point Average falls below a 2.0 on a 4.0 scale is placed on academic warning, academic probation or academic suspension. Part-time students are subject to the provisions of these standards when 12 semester hours are completed.

### Academic Warning

Students are notified when their cumulative Quality Point Average is between a 1.6 and a 1.99. They are expected to earn a 2.0 Quality Point Average in the next term of enrollment. Individuals on academic warning are required to see a member of the Counseling Services staff to discuss their academic progress. At off-campus sites, students may see a satellite coordinator or counselor who will contact the Counseling Services staff.

### **Academic Probation**

Students are notified when their cumulative quality point average is below 1.6. Individuals on academic probation are required to see a member of the Counseling Services staff to discuss their academic progress. At off-campus sites, students may see a satellite coordinator or counselor who will contact the Counseling Services staff. These individuals must limit their course load and earn a 2.0 Quality Point Average during the next term enrolled.

### **Academic Suspension**

Any student on academic probation who fails to earn a Quality Point Average of 2.0 the following term will be required to make a personal appeal to his/her department chairperson and see a member of the Counseling Services staff prior to registering the following term. At off-campus sites, students may see a satellite coordinator or counselor who will contact the Counseling Services staff and the department chairperson. Any student not following the outlined procedures will be suspended for one term.

Any appeal of the Standards of Progress beyond the department chairpersons will be directed to the Dean of Student Development and Advancement Services, whose decision will be final. (See *Appeal of Dismissal or Suspension* on page 29.)

Note: The Standards of Progress as defined for financial aid and veterans' benefits are different from academic standards as stated above. **(The student needs to contact the Financial Aid Office for specific differences in Standards of Progress.)**

### **Health Education Students Standards of Progress**

A student will not be allowed to continue in the Health Education Programs with a grade of "D" in certain courses as specified in the student handbooks.

### **ACADEMIC GRIEVANCE/GRADE APPEALS POLICY**

On occasion, a student may have an academic problem that requires discussion with an instructor. Academic issues include, but are not limited to, the application of attendance policy, grades, classroom/lab, clinical/shop conduct, and dismissal from a class or program. Students must initiate this process as soon as a concern develops rather than waiting until the end of the term, as some faculty may not be available between terms. Grade appeals must be on file within 20 college working days of the end of the term in which the grade was awarded. Appeals related to dismissal from a course or program must be on file no later than five college working days from the dismissal date. A student having an academic problem must discuss the problem in a calm and sincere manner. Most problems are resolved at the instructor level. If the problem is not resolved through discussions with the instructor, the student may appeal by obtaining an Academic Appeals Procedures Form from the Dean of Student Services. The Appeals Procedure may involve the following levels of College faculty/staff in the order indicated:

*continued*

1. Department Chairperson
  - a) Instructor
  - b) Program Head
2. Dean of Curriculum

The procedure will occur in the following order:

1. The student will personally deliver the form to the department chairperson at the College campus detailing his/her academic concerns.
2. The department chairperson will meet with the instructor and program head to discuss the concern.
3. A written response from the department chairperson will be personally delivered to the student at the College campus within ten College working days from receipt of the student's form. Students are responsible for receiving the response at the appropriate VGCC campus.
4. If not satisfied with the response, the student will have five College working days to appeal to the next level. At each level of appeal the student will be responsible for providing a copy of the initial form with responses from the previous level of appeal.

The Dean of Curriculum will make the final decision in all academic matters. Any student involved in this process may continue in scheduled classes until a final decision is reached, unless health and safety is an issue. The Dean of Student Services will be notified of any actions requiring adjustment to a student's records.

Students should be aware that, when attempting to add a class as a result of an appeals decision, certain classes might already have the maximum allowed enrollment. If this situation occurs, the student must enroll in the class at a later date.

In situations where an appeal may be classified as either academic or nonacademic, the Deans of Curriculum and Student Services shall decide upon the applicable appeal classification and notify the student of which procedure to follow.

Nursing students should refer to the departmental policy on Academic Grievance/Grade Appeals in their student handbook.

*Note: Non-academic appeals procedures may be found in the Student Code of Conduct section of this catalog.*

## **DISMISSAL FROM A PROGRAM**

If at any time during the term, the head of a program determines that a student is not a safe and dependable practitioner in the clinic, shop, lab, or a similar area, the student may be dismissed from the program with the concurrence of the Dean of Student Services.

## **Appeal of Dismissal or Suspension**

A suspended or dismissed student has the right to appeal his/her suspension or dismissal through the following procedure. The student must initiate his/her appeal by making an appointment with the Dean of Student Services or a designee within five (5) working days of the dismissal. The Dean of Student Services will go over the procedures of appeal and give the student the appropriate form.

## **Forgiveness Policy**

Students may petition, in writing, the Dean of Student Services to have courses taken at the College which are at least five years old excluded from the Quality Point Average calculation on their academic transcript. The student will need to justify the request and provide evidence of re-enrollment or continued enrollment if approval of the petition is granted. Students not currently enrolled will need to complete a minimum of six credit hours with a "C" average or better for the petition to be favorably considered. If approved, a new transcript will be prepared indicating excluded courses by asterisk. Federal Financial Aid regulations require that these courses be counted toward the maximum number of hours that may be attempted. *Note: In the case of a transfer student, some colleges compute the QPA from all previous credit hours attempted.*

## **Repeating Courses**

A course taken at Vance-Granville Community College may be repeated in order to raise the grade only if the previous grade was below a "C". Such a course may be repeated only twice. It is the responsibility of the student to notify the Registrar's Office to recalculate the QPA if a higher grade is earned. Exceptions may be made by student petition to the Dean of Curriculum. In the case of a course that has been repeated, only the grade points and credit hours earned in the most recent attempt will be used in the computation of the grade point average to determine eligibility for graduation. All grades will be recorded on the transcript. *Note: Veterans' benefits are not payable to students who repeat any course in which they make a grade of "D" or higher, except for Health Education core courses.* Federal financial aid regulations require that both courses count toward the maximum number of hours that may be attempted. *Note: In the case of a transfer student, some colleges compute the QPA from all previous credit hours attempted.*

## **DEAN'S LIST**

At the close of each term, students who are carrying a full load (12 hours or more) in courses leading to a diploma or degree will be included on the Academic Dean's List, provided they have no grade of "I" or no grade lower than a "B" and provided that the quality point average of all their grades for that term is 3.5 or better.

## CONTACT HOURS AND CREDIT HOURS

\*Semester credit hours are awarded for classes on the following arrangements:

*Classroom:* 16 contact hours = 1 semester hour of credit.

*Laboratory:* 32 or 48 contact hours = 1 semester hour of credit.

*Clinical:* 48 contact hours = 1 semester hour of hour.

*Cooperative Work Experience:* 160 contact hours = 1 semester hour of credit.

- \* Students should review specific courses in the course description section of this catalog to determine the exact hours of each course as assigned by the N.C. Community College System.

## CLOCK HOUR CONVERSION

Federal regulation requires that the College use a special calculation to determine the enrollment status of students eligible for Title IV Financial Aid when enrolled in certain programs. The following majors require the use of this formula when calculating enrollment status for Title IV Financial Aid:

- Air Conditioning, Heating & Refrigeration Technology
- Automotive Systems Technology
- Carpentry
- Cosmetology
- Electrical/Electronics Technology
- Industrial Systems Technology
- Practical Nursing
- Welding Technology

## ATTENDANCE

Students are expected to be present at all scheduled classes and examinations. At the beginning of each course, the instructor will announce the attendance requirements of the course in accordance with departmental attendance regulations. It is the responsibility of the student to understand and abide by these requirements. Students are accountable for any work missed because of class absence. If the student's absence is due to extenuating circumstances, it is the student's responsibility to contact the appropriate instructor(s). A student's non-attendance in class may result in the student being dismissed from the class with an "F" grade. (See "W" Grade," page 25.)

## ACADEMIC ADVISING

Vance-Granville Community College takes pride in its commitment to academic advising. The focus of this commitment lies in the great educational value of faculty and professional advisors helping students to set meaningful, self-directive goals. Academic advising is a developmental process that assists students in the planning and the development of their educational and career goals.

Courses selected by students must be approved by their advisor prior to registration. The advisor must also approve all registration changes, such as dropping and adding courses.



Special and developmental students are advised by counselors or advisors in the Counseling Services department or are assigned an advisor in the department of Developmental Studies. All students are encouraged to meet with their advisor throughout each term and discuss their academic progress. **Although advisors are available to assist students in a variety of ways, the final responsibility for meeting all academic requirements for graduation rests with the students.**

## CATALOG OF RECORD

Beginning with the implementation of the semester system in the fall of 1997, the catalog that is current when the student enrolls at the institution is the "catalog of record." A student who is in continuous enrollment (except Summer Term or a break of less than one year) may graduate under the provision of his/her catalog of record, or a subsequent issue. A student who is not in continuous enrollment or has a break in enrollment of one year or more must graduate under the provisions of the catalog in effect on his/her last re-entry date or a subsequent issue.

## DISTANCE LEARNING

Curriculum distance learning courses are an innovative and convenient way for students to take courses for college credit away from the college campus. Web, teleweb and information highway courses are all part of Vance-Granville's curriculum distance learning program — Learning at a Distance ([htm://www.vgcc.edu/distanceeducation.htm](http://www.vgcc.edu/distanceeducation.htm)).

Web courses reach the student over the Internet. Reading assignments, research, study sessions and discussion groups take place via the computer. Web courses are ideal for working parents, people on swing shifts, and others who find it difficult to come to campus regularly to take courses. Successful students in Internet courses typically have done well in other college courses and are self-motivated individuals who can learn on their own and do not require a great deal of help from others.

Teleweb courses are a blend of web and telecourses. These courses are partly offered via television or videotape and partly offered over the Internet.

Information highway courses are broadcast from another college to Vance-Granville's television studio/classroom on Main Campus. These courses meet at regularly scheduled times. Students attending classes see their instructor on a television monitor and are able to converse with the instructor during class time using microphones on the desks and after class via the telephone or the internet. The Information highway allows the College to offer a broad range of courses that might otherwise not be offered.

*Note: Students who wish to take a Distance Learning course using veterans' benefits should check with the Veterans' Officer concerning restrictions.*

## COOPERATIVE WORK EXPERIENCE

The cooperative work experience curriculum course is designed to enable qualified students to combine classroom learning with career work experience that is related to the student's academic study. Emphasis is placed on parallel plans of school and work in business, industry or government, structured by measurable learning objectives. Upon completion, students should be able to locate employment more readily because of their on-the-job work experience.

Students who are interested in co-op should see their academic advisor. The co-op course is not available in all program areas. In applicable programs, students must have a major elective remaining in order to select co-op (except for Human Services Technology, Early Childhood Associate and Early Childhood Associate/Teacher Associate, where co-op is a requirement).

Placement in co-op is determined by the student's advisor and the cooperative education coordinator and is based upon selection criteria that includes, but is not limited to, the student's prior work experience, academic performance, attitude, health, and position availability. Every effort is made to place all eligible students, but placement cannot be guaranteed. (Most of these courses are ineligible for veterans' benefits. Check with the Veterans' Officer.)



# REGISTRATION & RECORDS

## REGISTRATION

Registration is the process of enrolling in a schedule of courses or a program at the beginning of each term or at other specified times. Enrollment in a course is determined by proper registration and subsequent payment for that course. A student who is registered in a course must be assigned a grade by the course instructor at the end of that course.

### New Students

For registration purposes, "new students" are defined as those students who are enrolling at VGCC for the first time. All first-time students are strongly encouraged to attend orientation sessions for new students. The orientation sessions are scheduled both day and evening. New students are required to: 1) register on the designated registration dates; 2) obtain a student I.D.; 3) register their vehicle; and 4) complete the process by paying tuition and fees.

### Readmission of Students

A student who previously attended Vance-Granville Community College but was not enrolled the immediate preceding year must reactivate an application with the Admissions/Records Office. If the applicant was enrolled in another college during the interval, he/she must request that college to send an official transcript of academic work to the Admissions/Records Office. Students will: 1) register on the designated registration dates; 2) update his/her student I.D.; 3) register his/her vehicle; and 4) complete the process by paying tuition and fees.

### Continuing Students

For registration purposes "continuing students" are defined as those students who are currently enrolled. All continuing students are strongly urged to preregister for the following term as soon as notification is given. Preregistering will help ensure a student getting the courses in his/her program for graduation purposes. Each student should: 1) schedule a meeting with his/her advisor and fill out a Student Registration form; 2) submit the form during preregistration; 3) update his/her student I.D.; 4) register his/her vehicle; and 5) complete the process by paying tuition and fees.

## CHANGE IN REGISTRATION

### Authorization

Any changes in registration must be approved by the academic advisor. Course changes proposed by the student and approved by the academic advisor must be shown on the Change of Registration form obtainable from the Admissions/Records Office.

### Class Cancellation Policy

Vance-Granville Community College reserves the right to cancel any class due to low registration and/or attendance.

## Drop and Add

Courses may be added during the registration dates and published add dates at the beginning of the term. To accomplish the process the students must:

1. Obtain a Change of Registration form from the Admissions/Records Office or satellite campus office and fill it out completely;
2. Have the academic advisor or counselor approve the change and sign the form;
3. Sign the form and return it to the Admissions/Records Office or satellite campus office for updating registration;
4. Take the form to the Business Office/Cashier for validation, as well as tuition payment, if appropriate; and
5. Attend added class(es) immediately. Due to varied departmental attendance requirements, students may have exceeded the number of allowable absences.

## Withdrawal from a Course(s)

Official withdrawal from a course(s) is permissible at any point during the term with certain restrictions. No grade will be recorded for official withdrawals during the refund period of each term (see note below). All official withdrawals after the refund period of the term and on or before the 65-percent point of the term will be recorded as a "W" grade. There is no academic penalty for a "W" grade; however, for Federal Financial Aid, the course(s) given a "W" grade may count as hours attempted but not earned. After the 65-percent point of a term, permission for an Administrative Withdrawal must be granted before a student may officially withdraw — or an "F" grade will be assigned. Any student who is a veteran needs to see the Veterans' Officer prior to withdrawing from any course, since benefits will not be paid for a "W" or "WA" grade.

If a student stops attending without officially withdrawing from a course, the student will receive an "F" grade for the course. Ultimately, it is the responsibility of the student to withdraw from a course.

*Note: Curriculum students who officially withdraw from the College prior to the first day of the semester are eligible for a 100-percent refund of tuition. Eligibility for tuition refunds after that date are determined by the state policy in effect during the specified term, which will be published prior to the beginning of each term.*

## Administrative Withdrawals

A student can petition in writing for an Administrative Withdrawal to the Dean of Student Services for a "WA" (no penalty) after the 65-percent point of a term, if mitigating circumstances warrant. Approval can only be granted with permission of the instructor, Department Chair, Dean of Curriculum and Dean of Student Services. The burden of explanation and documentation of mitigating circumstances lies with the student.

## Course Substitution

Under extenuating circumstances, a student may apply to his/her advisor for approval of a course substitution. A course substitution requires final approval by the appropriate department chairperson and a course substitution form must be on file in the Admissions/Records Office. A student in technical or vocational curriculums may take higher level courses than those required for graduation in his/her curriculum in the following areas: math; English; humanities; science; or social sciences.

## COURSE LOAD

A student's normal load will be from 16 to 20 credit hours per term. Students enrolled for 12 or more credit hours will be considered full-time students. Students who wish to carry credit hour loads of more than 20 hours per term must obtain the approval of their academic advisor.

## AUDITING COURSES

A student may elect to audit a course or courses, and he/she is responsible for informing the instructor that he/she wants to audit the course. This option may only be selected during the official 10-percent refund period of each term. The academic advisor will record "AUDIT" on the Registration form or Change of Registration form. Audits must be recorded in the Admissions/Records Office by the student before they are official. Those students who audit receive no credit and do not have to take any examinations; otherwise, participation in class is on the same basis as a credit student. The fee for auditing is the same as the fee for credit. *Note: No federal financial aid or veterans' benefits are payable for audit courses.*

## CHANGE OF AUDIT REGISTRATION

A student may change his/her registration in a course from credit to audit or from audit to credit *only* during the official 10-percent refund period of each term. Audit carries no academic credit.

## Change of Curriculum (Change of Major)

There are times when a student's aptitude and interests may be better served by a change of curriculum. Should a change be advisable, a counselor should be consulted to explore possibilities that will serve the interest of the student.

A student who desires to change from one program of study to another must meet with his/her academic advisor and complete a Change-of-Major form with his/her academic advisor.

Students who desire a change from one program of study to another will have their academic records reviewed for possible transfer credit. In cases where grades are acceptable and prior course work is applicable to the new curriculum, transfer credit may be allowed.

Veterans should consult with the Veterans' Officer before making a change; the Veterans Administration will not pay for some types of training.

*Note:* Federal financial aid regulations require that all hours taken in all majors will be counted toward the maximum allowed for payment. (See *Financial Information*, beginning on page 40, for a complete explanation.)

## Transcript Reporting

When an official request in writing is made by the student, transcripts of the student's record will be sent to other colleges, universities, employers, and to the student. A Transcript Request form should be submitted to the Admissions/Records Office a minimum of one week prior to the time a student wants his/her transcript mailed.

In order to assure that transcripts will not be mailed until a student has discharged all obligations to the College, the student must complete a Transcript Request form (available in the Admissions/Records Office or at [www.vgcc.edu/forms/transcript.htm](http://www.vgcc.edu/forms/transcript.htm)). Transcripts received by VGCC from other secondary or post-secondary institutions cannot be released to or copied for the student.

### **TRANSCRIPT FEE**

A fee of \$1.00 will be charged for each official transcript requested by the student.

### **Student Permanent Records**

The College maintains a permanent record on each student, including the original application documents, a transcript of courses taken at VGCC, and documentation recording changes to this data.

## **STUDENT RECORDS**

### **Release of Information: Family Educational Rights & Privacy Act**

Vance-Granville Community College, in compliance with the Family Educational Rights and Privacy Act of 1974, releases no personal, identifiable information about students without the expressed written consent of the student. Exceptions to this practice are those types of information defined by law as "directory information."

The directory information may be published or made available without the consent of the student. However, any student not wishing any of these types of information released may request in writing to the Dean of Student Services that it not be released.

### **Procedures Governing Release of Information**

Written approval of the student is required before a transcript from his/her official record may be released. Exceptions to the above include:

1. The Admissions/Records Office may release transcripts of information from official records, including reports of standing to academic and administrative staff members of Vance-Granville Community College whose responsibilities require this information.
2. The Admissions/Records Office may honor appropriate requests for directory-type information from student records.

VGCC defines the following as directory:

- Name
  - Address
  - Dates of Enrollment
  - Program of Study
  - Degrees and awards received
3. The Solomon Amendment requires by federal law that the college release the following information, in addition to directory information, to military recruiters when requested:
    - Date of Birth
    - Telephone Number

**The Official Academic Record**

A report of grades earned in each course is sent to the student at the end of each term.

An official record of all the student's courses, credits, and grades earned is kept in the Admissions/Records Office. The student should maintain a record of courses, credits and grades each term and check from time to time to see that the record agrees with that of the College. The record may also help determine eligibility for any activities that are required to meet specific scholastic standards. Copies of the official record are available to the student upon request.

Each student who is in attendance or who has been in attendance at the College has the right to inspect and review his/her own educational records maintained by the College. The College will comply with a request to review an educational record within a reasonable time, but in any event not more than 45 days after the request is made. Any student desiring to review his/her educational records should make a request directly to the Registrar.





# FINANCIAL INFORMATION

**BUSINESS OFFICE**

The Business Office responsibilities include receipt of tuition and fees, refund of payments, disbursement of financial aid funds, distribution of parking permits and collection of parking fines. The Business Office is open to students between the hours of 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 4 p.m. Friday. These hours are extended during registration and drop/add periods.

The Business Office accepts cash, checks, MasterCard, VISA and Discover.

**TUITION/FEEES**

Tuition rates and fees are set by the N.C. Legislature and are subject to change without notice. Cost of textbooks, laboratory fees, malpractice insurance and supplies are additional expenses that vary according to the program of study. *The payment of all fees is required at the time of registration, and no student is officially registered until all fees are paid.*

**CURRICULUM TUITION\*:****Diploma and Degree Programs**

**Costs per Term**  
In-State                      Out-of-State

Fall and Spring Terms:

16 or more credit hours                      \$496.00                      \$2,772.00

1-15 hours (per credit hour)                      31.00                      173.25

Summer Term:

9 or more credit hours                      279.00                      1,559.25

1-8 hours (per credit hour)                      31.00                      173.25

*For financial aid and registration purposes, 12 credit hours or more is considered full time.*

**CURRICULUM STUDENT ACTIVITY FEE\*:**

Fall and Spring Terms:

12 or more credit hours                      19.00                      19.00

1-11 credit hours                      14.00                      14.00

Summer Term:                      No Charge                      No Charge

\* Subject to change by the N.C. Legislature

(Check for updates on VGCC web page at <http://www.vgcc.edu>)

**Senior Citizens**

North Carolina residents 65 years of age and older shall be exempt from the payment of tuition. This exemption does not apply to "self-supporting" classes or student fees.

**BOOKSTORE**

The College operates a Bookstore where students may purchase books, supplies, and gift items. The regular operating hours are Monday through Thursday from 7:30 a.m. to 7:30 p.m., and Friday from 7:30 a.m. to 1 p.m. These hours are extended during the first few days of each term.

The Bookstore accepts cash, checks, MasterCard, VISA, Discover, some financial aid, and some third party billings.

**Bookstore Refund Policy**

Refunds on books are allowed for dropped or canceled courses. To obtain a refund, students must: 1) have the original cash register receipt or proof of enrollment in the course; 2) present valid identification; 3) return books during the eligible tuition refund period; and 4) return books in exact condition purchased.

## **TEXTBOOKS AND SUPPLIES**

The costs of textbooks and supplies are additional expenses for which students should plan. These expenses vary according to the program of study, but the average cost per term is approximately \$300.

### **Used Book Buy-Back**

The Bookstore will buy most used books *if* they will be used the following term and *if* additional books are needed to meet estimated course enrollment. Fifty percent (50%) of the new book price is paid for books meeting these criteria. If the book is not needed, a wholesale price from a private vendor (if available) will be quoted. Used study guides and workbooks are generally not purchased.

The buy-back is the last three days of the term and the first business day following the end of the term.

## **STUDENT FEES**

A student's fee will be assessed according to the chart on page 40. The proceeds from student fees are budgeted to support noncurricular activities. Fees include parking, student I.D. cards, student accident insurance and student activities.

### **GRADUATION FEE**

A graduation fee of \$15.00 per degree or diploma will be due and payable to the Business Office once a curricular student applies for a degree or diploma and is notified by the Student Services Office that he/she is eligible for graduation. The fee covers the cost of the diploma and other graduation expenses not paid for by the College or the State. An additional fee is paid to the Bookstore for cap and gown and invitations.

### **CONTINUING ED & ADULT BASIC EDUCATION FEES**

Registration fees vary according to program area. Fees are published with course schedules. There are no charges for Adult Basic Education (ABE), high school completion (GED), compensatory education (CED), or human resources development (HRD) courses; however, a parking permit will be required at a cost of \$2.00.

Additional costs may be charged for materials, textbooks, and supplies depending on the nature and scope of the class. Most cultural activities are offered free to the public; however, there are times when a nominal fee may be charged.

### **ACCIDENT INSURANCE**

Students who register for curriculum classes and who pay a student fee receive accident insurance covering the student while on campus.

### **MALPRACTICE INSURANCE**

Some curriculum programs and occupational extension courses require that students obtain liability (malpractice) insurance (e.g., Cosmetology, Radiography, Associate Degree Nursing, Practical Nursing, Medical Assisting, Emergency Medical Technician, Paramedic, Certified Nursing Assistant, etc.). The cost of this insurance may vary and is due at the time of registration.

## INDEBTEDNESS TO COLLEGE

Under normal circumstances, no student will be permitted to register or enroll in College-sponsored activities if he/she has an indebtedness to the College. Exceptions will be determined by the Dean of Student Services on a case-by-case basis.

## TUITION REFUND POLICY

Curriculum students who officially withdraw from the College prior to the first day of the semester are eligible for a 100-percent refund of tuition. Students who withdraw after the beginning of the term but by the 10-percent point are eligible for a 75-percent refund. Eligibility for tuition refunds after that date are determined by the state policy in effect during the specified term, which will be published prior to the beginning of each term. Official withdrawal forms may be obtained from the Main Campus Records Office or the satellite campus coordinator.

Activity fees, malpractice insurance fees and other fees are not refundable.

*Note: The Refund policy is subject to change as directed by the N.C. Legislature and the N.C. Board of Community Colleges. Federal policy on Refund of Tuition for Title IV Funds will supercede the State policy on Refund of Tuition.*

## STUDENT AID

Vance-Granville Community College makes every effort within the limitations of its available financial resources to assure that no qualified/eligible student will be denied the opportunity to attend the College because of the lack of adequate funds to meet expenses. Financial aid assistance is available in a variety of forms to help students who meet the financial need criteria for eligibility. Grants, work study, loans, and scholarships may be used singularly or in combination to meet a student's needs. In addition, most curriculum programs are approved for students to receive veterans' benefits. Childcare funds may also be available if the student is determined eligible.

Inquiries regarding scholarships should be directed to the Dean of Student Services and questions concerning federally-funded financial aid programs should be directed to the Financial Aid Office. Special billings and employer payments should be directed to the Business Office and other appropriate agencies.

Employees who are sponsored by their employers may have the College bill their employers through the use of the Financial Authorization form. Forms and details are available through the Business Office.

### Eligibility

Detailed information concerning financial aid policies, student Standards of Progress, deadlines and eligibility requirements is available from the Financial Aid Office by request. The Financial Aid Handbook provides additional information regarding financial aid at VGCC.

### Return of Funds

Federal regulations for Title IV funds require that students must attend their classes in order to maintain eligibility for Financial Aid. Colleges must perform "return of funds" calculations for each student who receives federal financial aid who withdraws or stops attending all of their courses during the first sixty (60) percent of the term. In most cases this means that the college must refund a portion of charges for the term and the student must repay a portion of the funds they received for the term. Students are encouraged to discuss the consequences of dropping out of school with the Financial Aid Office before they stop attending.

## HOW TO APPLY

To be considered for any type of financial aid handled by the Financial Aid Office, a student must complete the Free Application for Federal Student Aid (FAFSA).

- A student must be a U.S. citizen or permanent resident.
- A student must have a valid Social Security card, and if the student is male, he must be registered with the Selective Service Administration.
- A student must be enrolled in an approved program of study at VGCC.
- A student must not be in default on a Guaranteed Student Loan or owe a refund on any of Title IV grants at any educational institution.
- A student may not receive financial aid at VGCC until he/she has first been fully accepted for admission by the Admissions Office.

Financial need will be reevaluated each year and appropriate increase or decrease in the amount of assistance offered will be made. For the purpose of this reevaluation, a new Financial Aid Application is required for need analysis.

## FINANCIAL AID ASSISTANCE

Students may also receive assistance on financial aid on an individual basis. Evening hours are available every Thursday until 6 p.m.; other times are available by appointment. Students attending satellite campuses may schedule appointments with the Financial Aid Office staff during their scheduled visits to the satellite campus sites.

Students may receive assistance in applying for financial aid from the Educational Opportunity Center. Representatives are located in the four counties served by the College. For information, students may call 1-800-682-1159.

## TYPES OF FINANCIAL AID HANDLED BY FINANCIAL AID OFFICE

### Pell Grants

Students are encouraged to apply early for Pell grants. The application process may take four weeks or longer during peak application periods prior to the beginning of the term.

Students who complete the application process and receive award notifications prior to registration may have their tuition and fees deducted from their grant. Remaining Pell balances will be disbursed to those students during drop/add to use for book purchases and other educational expenses incurred during the term. Attendance verification is required prior to the disbursement of Pell balances.

Students whose Pell grants are approved too late for the registration process will receive their grants at a designated point in the term after acceptable attendance verification is collected by the Student Services division.

Pell award amounts are determined in part by a student's enrollment status. Awards are subject to be reduced if a student drops courses or is dropped from class for nonattendance. Refer to the Financial Aid award notification to determine the monetary implications of dropping or not attending classes. Contact the Financial Aid office for any questions about Pell awards.

*continued*

### **Supplemental Educational Opportunity Grant (SEOG)**

This federal program offers grants to Pell Grant recipients with exceptional financial need. Students must also be continually enrolled at least three-quarter time.

No additional application is necessary for the grant. All Pell recipients are automatically considered. However, early submission of the FAFSA is required.

### **College Work Study**

Vance-Granville Community College participates in the federally-supported College Work Study (CWS) program. Work Study employment is available on a part-time basis while classes are in session (usually 12 to 15 hours per week). Students must be enrolled for a minimum of nine credit hours in order to qualify for College Work Study.

Interested and eligible students must apply to the Financial Aid Office.

### **North Carolina Student Incentive Grant (NCSIG)**

Legal residents of North Carolina who are accepted for enrollment or who are enrolled on a full-time basis and who have applied for financial aid prior to March 15 may be considered for a Student Incentive Grant. Students must demonstrate substantial financial need based on the Free Application for Federal Student Aid (FAFSA). NCSIG awards may not exceed one half of a student's unmet need, or \$2,000 per academic year, whichever is less. Recipients of this award are selected by the N.C. State Education Assistance Authority.

### **North Carolina Community College Grant**

Beginning with the 1999-2000 academic year, eligible N.C. residents enrolled for at least half-time status may qualify for a state grant (NCCCG). Eligibility is determined by federal need analysis. Interested students need only complete the Free Application for Federal Student Aid (FAFSA) to be considered for this grant. College Foundation Inc. provides notification of potential eligibility to students. The College certifies student eligibility and disburses awards at a designated time during the semester. Students must adhere to the same eligibility and the Standards of Academic Progress. The legislative intent of the grant program at the time of inception is to assist students who may receive little or no Pell Grant assistance and who may not qualify for federal education tax credits such as the Hope Tax Credit and the Lifetime Learning Tax credit.

### **Stafford Loans**

This federal program is available to qualifying students enrolled at least half time in an eligible program. The Stafford Loan program is subject to the same program eligibility and Standards of Academic Progress requirements as the Pell Grant program and other Title IV funds. Maximum loan amounts vary based on academic grade level and dependency status. Interest subsidies may be available to qualifying students with unmet financial need as determined by federal need analysis. Loan repayment begins after a six-month grace period following graduation or reduction in course load below half-time status. While the required FAFSA is the first step in the loan application process, a Master Promissory Note and other necessary forms for this program are available in the Financial Aid Office.

## SCHOLARSHIPS

Vance-Granville Community College's scholarships are awarded individually to curriculum students based on criteria outlined for each award. While need is a factor in determining the recipients, it is not the primary criterion in all cases. Application forms are available in the Office of Student Services. Scholarship recipients are selected by the Scholarship Selection Committee unless otherwise stipulated in the criteria of the scholarship. March 15 is the priority deadline for full consideration for a scholarship for the upcoming Fall Semester. The selection committee is composed of a cross section of VGCC faculty and staff members. Selections are made by the committee, based on a review of the applications and recommendations from faculty members.

The VGCC Endowment Fund and the VGCC Scholarship Program award four levels of scholarships made possible by the contributions of various individuals, businesses, industries, civic clubs, churches and organizations.

### **Presidential Scholar Awards**

Scholarships valued at \$1,200 per year are provided by interest earned on contributions to the VGCC Endowment Fund and Scholarship Program. Recipients of Presidential Scholar Awards must be full-time students with exemplary scholastic records. A new scholarship level established in October 1999, the Presidential Scholar Award is awarded to the College's highest achievers.

### **Presidential Merit Awards**

Scholarships valued at \$1,000 per year are provided by interest earned on contributions to the VGCC Endowment Fund and Scholarship Program. Recipients must be full-time students with excellent scholastic records. In addition to newly enrolling and currently enrolled students who are candidates for the awards, high school seniors from Vance, Granville, Franklin and Warren counties who are in the Top 20 percent of their graduating class at the end of their junior year may be eligible for a Presidential Merit Award.

### **Academic Achievement Scholarships**

Scholarships valued at \$500 per year are also provided by interest earned on contributions to the VGCC Endowment Fund and Scholarship Program. Recipients must be full-time students with high scholastic ability. The awards are given to currently enrolled as well as newly enrolling students. A designated number of Academic Achievement Scholarships are reserved for graduating high school seniors and are selected by counselors and principals from the secondary schools. The remaining Academic Achievement Scholarships are selected by the Scholarship Selection Committee.

### **Part-Time Scholarships**

Scholarships valued at \$300 per year are also available for individuals who are enrolled as part-time students carrying at least six credit hours per semester. These scholarships are provided by interest earned on contributions to the VGCC Endowment Fund and Scholarship Program. Students must demonstrate high scholastic ability.

## Departmental Grants

For the purpose of assisting full- and part-time students with college tuition expenses, funds earned from Bookstore profits are made available each year to the various academic departments, Counseling Services, and the satellite campuses to be distributed as grants throughout the academic year. Recipients of these grants are selected by department chairpersons and/or the Dean of Student Development and Advancement Services and/or a satellite coordinator.

## Other Scholarships

In addition, a number of other businesses, industries and individuals fund scholarships for students annually.

## Veterans Educational Assistance for Veterans, Participants, Eligible Dependents, Eligible Active Reserve Members, and Disabled Veterans

The Department of Veterans Affairs offers educational assistance to veterans who contributed towards their education while on active duty; to those who were discharged from active duty for a service-connected disability; to sons, daughters, wives, and husbands of deceased or totally and permanently disabled veterans whose death or disability occurred while in military service; to eligible members of the Selective Reserves and the National Guard; and to members of the Armed Forces who entered active duty on or after July 1, 1985, and contributed toward their education under the Montgomery GI Bill. VGCC is an eligible institution for Department of Veterans Affairs education benefits for all chapters of the GI Bill.

The Financial Aid Office will assist all who have questions concerning eligibility.

Veterans and eligible recipients enrolling in approved courses must pursue the exact curriculum listed in the College catalog and maintain satisfactory academic progress, attendance, and conduct for continuing eligibility of payments. Veterans and eligible recipients, once dropped or withdrawn from class(es), normally are not eligible for VA education assistance for that entire term.

Benefits are based on the number of credit hours per term in which an individual is enrolled:

Full Time	12 or more credit hours
3/4 Time	9-11 credit hours
1/2 Time	6-8 credit hours

Records of progress are kept by the College on veteran and non-veteran students alike. Progress records are furnished at the end of each scheduled school term.

*(Note: Summer term is considered an accelerated term; therefore, the enrollment status is calculated by the Department of Veterans Affairs.)*





# GENERAL INFORMATION

## LEARNING RESOURCES CENTER

The Learning Resources Center (LRC) is vital to the educational program at Vance-Granville Community College. The LRC combines traditional library resources with cutting edge technology to serve the information needs of students, faculty, staff, and residents of the College's four-county service area. The LRC supports the total educational program by providing reference and instructional support services, print and nonprint media, computerized indexes, audio-visual equipment, full-text CD-ROMs, on-line databases, Internet access and remote access.

Diverse media formats on a broad range of subjects are represented in the collection, with students finding information in their field of study as well as general interest material. When selecting materials, the LRC staff gives careful consideration to institutional goals, course offerings, the nature of the student body, and the needs of the community.

### Materials

Books are located in open stack areas, assuring access to all users. Materials are arranged according to the Library of Congress Classification System; an automated on-line public access catalog is available for locating materials in the LRC. The book collection is divided into the Reference and Circulating Sections. They are circulated by utilizing the SIRSI Automation System, which is connected to 40 North Carolina community college collections.

A collection of film classics on videocassette and an extensive curriculum video collection are also available; videocassettes may be checked out or viewed in the LRC. Equipment is available for use with all nonprint media.

The LRC subscribes to a large number of specialized and general interest magazines as well as local and national newspapers. Current magazines are placed on the magazine display shelving; back issues of magazines for the current year are stored beneath the display shelves. Back issues of selected titles are stored on microfilm. Microfilm and microfiche reader-printers are available for use in the LRC; articles may be copied for a small charge. A complete list of periodical holdings is located at the circulation desk.

The LRC contains a variety of electronic tools; full-text CD-ROMs in a variety of subject areas, and online databases including: NC-Live, Literature Resource Center, SIRS, Health Reference Center - Academic, Career and Technical, Criminal Justice periodicals and internet access. Remote access is available for several of these databases upon request.

A vertical file of pictures and booklet material is maintained. The LRC subscribes to an online collection of catalogs for colleges and universities across the United States and internationally.

### LRC SERVICES

#### General

Orientation programs are available for new students and staff members. Instructional tours are conducted upon request, per specification of the instructor. Interlibrary loan service is available upon request.

Two copy machines are available for general use, with a charge of five cents per copy.

## **Reserve Shelf**

The faculty and staff may place materials such as assigned readings, tests, and reference books on reserve at the circulation desk. The LRC staff handles these materials as necessary.

## **Consortium Agreements**

Two forms of interlibrary loan are available through the LRC: the State library and the Community College Automation Cooperative (CCLINC) Web Cat on the homepage, providing an internet version of the electronic catalog. The Reciprocal Lending Agreement allows staff, faculty and students to borrow directly from other community college LRCs.

## **Internet Access**

Computer workstations are available with research-related internet access for students, individually as well as class groups. Orientation tours include research methods and strategies on internet usage. Individual instruction is available as needed.

## **LRC POLICIES**

### **General**

A user must register for a borrower's card in order to check out materials from the LRC. Name, address, telephone number, and at least two identification cards are required, one of which is preferably a North Carolina driver's license.

Most books may be checked out for a period of three weeks and may be renewed as necessary if no one else has requested them. Videos may be checked out for two days. Fines are charged for overdue materials as follows: books, 10 cents/day; videocassettes, \$.50/day; and reserve materials, 25 cents/hour. Students will not be permitted to register or receive grades until materials are returned. As a general rule, reference books are for library use only.

### **Reserve**

If reserve materials are allowed to circulate, they may be checked out at 8:30 p.m. for overnight use. On Fridays, reserve materials may be checked out at 3 p.m. The material must be returned by 9 a.m. the following school day. The instructor or staff person may give specific instructions as necessary.

### **Periodicals**

Current issues of periodicals do not circulate. Back issues may be photocopied within the boundaries of copyright law. All microfilm must be used in the LRC.

### **Audio-Visual**

Users borrowing equipment are responsible for any damage due to negligence. As a general rule, equipment must be returned within 24 hours.

Films or videocassettes may be requested through the Media Specialist. Three weeks ordering time should be allowed for films from the North Carolina State Library.

## AMBASSADOR PROGRAM

The Ambassador Program is composed of an honorary group of students from various program areas who have been nominated by the faculty and selected by a committee. These student leaders represent the College at special events on campus as well as in the community for a term of one year. Some of the services the Ambassadors provide include hosting campus activities, conducting campus tours, speaking to community groups, and assisting with registration/orientation and other student activities. Through these activities, the Ambassadors develop leadership skills and have an opportunity to meet new people and participate in many rewarding experiences. For more information regarding the Ambassador Program, see a member of Counseling Services.

## BULLETIN BOARD COMMUNICATION

Bulletin boards are used for official communication of the College. Students are expected to read announcements daily to keep informed about pertinent information. Bulletin boards are located throughout the campus.

## CAREER CENTER AND JOB PLACEMENT

The services of the Career Center are available to students attending Vance-Granville Community College and members of the community who need assistance with career planning and job placement. The resources are designed to encourage individuals to examine and understand their personal interests, abilities, skills and values and to use this information in exploring and establishing career goals. Sigi Plus is a computerized guidance system and is available to help students find occupations that meet their individual interests and needs. Upon completion of the guidance system, the results and possible career options are discussed. Other valuable resources concerning career information and opportunities are also available. Individual and group sessions can be scheduled for career guidance by calling the Career Center coordinator.

The job placement services are free of charge to area employers, current students, and graduates of VGCC. Services provided to students and graduates include assistance in identifying employers, assistance in writing resumés and cover letters, job interview skills, and current job openings. Employers are assisted in finding qualified employees from current students and graduates. Assistance in obtaining part- and full-time employment is given but the College cannot guarantee employment.

A bulletin board displaying all jobs currently on file with the Placement Office is located outside the Career Center in Building 4 on Main Campus, and updated lists are given to the satellite campus coordinators and the department chairpersons on a monthly basis. The Jobs Update list can also be located on the VGCC web page at <http://www.vgcc.edu>.

The Career Center is located on the Main Campus. The hours for the Career Center are Monday through Thursday, 8 a.m.-5 p.m., and Friday, 8 a.m.-2:30 p.m. The Career Center is also open every Tuesday and Wednesday until 6 p.m. for the convenience of evening students and community participants.

## CONSUMER INFORMATION

### General

In order to provide complete explanations on items of consumer information, the College makes descriptive literature available which may be found in the admissions area on Main Campus or the coordinator's office at the satellite campuses. Individuals desiring information on graduation rates may attain the information from the office of Dean of Student Services or from the VGCC Web Site. (<http://www.vgcc.edu/consumerinformation.htm>)

### Performance Measures and Standards

In February, 1999, the North Carolina Board of Community Colleges adopted twelve performance measures for accountability. The list of performance measures focuses primarily on student success and serves as one of the College's accountability tools.

Each performance measure includes a description, the standard that must be achieved and the College's performance for that measure. The College's most recent data is indicated for each measure. Updated information is available on the VGCC Web Site. (<http://www.vgcc.edu/consumerinformation.htm>)

1. **Employment Status of Graduates.** This measure is the proportion of identified Vance-Granville completers who are employed within one year of last attendance. The performance standard is 90 percent with adjustment for the local unemployment rate. One hundred (100) percent of VGCC's 1998-99 graduates were employed within one year of completion.
2. **Goal Completion of Completers.** This measure reports the percentage of graduates who report that their primary goal in attending the college has been met. The performance standard is 95 percent goal completion. In 2000-01, 99 percent of VGCC graduates reported that they had met their goals.
3. **Satisfaction of Program Completers and Non-Completers.** This measure reports the percentage of graduates and non-completers surveyed who report satisfaction with the quality of the college's programs and services. The state has set 85 percent as the combined required satisfaction standard for respondents. Ninety-seven percent of VGCC's respondents indicated satisfaction with the college's educational quality, exceeding the state average of 95 percent.
4. **Curriculum Student Progress and Success (Retention and Graduation).** This composite measure consists of the number of individuals completing a curriculum program with a certificate, diploma or degree and the number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs. The performance standard for this measure states that 60 percent of the defined fall student population will either have completed their program or will still be enrolled the following fall. In the fall of 2001, 64 percent of the students enrolled in the fall of 2000 had either graduated or were still enrolled.
5. **Progress of Basic Skills Students.** Basic Skills students include all adult literacy students. Progress of basic skills students is a composite

measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level. The standard for progress is 75 percent for the adjusted composite measure. In 1999-2000, Vance-Granville literacy students exceeded the standard with a progress rate of 76 percent.

6. **Passing Rates on Licensure & Certification Examinations.** This measure reports the percentage of first-time test-takers from Vance-Granville Community College who pass examinations required for North Carolina licensure of certification prior to practicing the profession. Two standards must be met for this measure: aggregate institutional passing rate must be 80 percent, and the passing rate for each exam must be 70 percent. Results of performance on certification exams for 2000-2001 show an aggregate institutional passing rate of 86.2 percent. Nine of the ten exams included had passing rates of 70 percent or more. One exam was slightly less than 70 percent but showed significant improvement over the 1999-2000 report. Eight of the ten exams had passing rates of 75 percent or more.
7. **Performance of College Transfer Students.** This measure compares the success of Vance-Granville's college transfer students at North Carolina public universities with students native to the four-year institutions. Two cohorts are studied: (1) students who complete an Associate Degree as compared to native juniors and (2) students who complete at least 24 hours of an Associate Degree (but not completing the degree) as compared to native sophomores. The standard set in 1999 was 84 percent of transfers with a GPA of at least 2.0 after two semesters. The standard was revised in 2001 to equal the combined performance of native UNC sophomores and juniors. Eighty-nine point two (89.2) percent of VGCC's 1998-1999 College Transfer students had a GPA of 2.0 or more after two semesters as compared to 84.3 percent of native UNC sophomores and juniors, thus exceeding the standard.
8. **Passing Rates of Students in Developmental Courses.** The definition of this measure is the percent of students who complete developmental English, mathematics and reading courses with a grade of "C" or better. A standard of 70 percent has been set for successful completion of developmental courses. Strategies were incorporated into developmental courses during the 2000-01 academic year that have resulted in improvement in student performance that is expected to meet or exceed the standard in 2000-2001.
9. **Program Enrollment.** The definition of this measure is the three-year average enrollment in each curriculum program. The performance standard is a three-year average annual headcount of a minimum of 10 students. In 1999-2000, two VGCC programs had a three-year average annual headcount of less than 10: Phlebotomy and Manicuring. Enrollment in Phlebotomy classes is restricted to 10 students due to clinical availability. Both programs are certificate (one semester) programs that are offered on a periodic basis. In 2000-2001 one VGCC program had a three-year average of fewer than 10 students with 9. However, students were enrolled in the program as second majors that were not included in the count. The program

The center at Franklin County Campus, which opened in the fall of 1998, also maintains an "AA" license with the State of North Carolina and is for two- to five-year-old children.

Both centers open at 7:30 a.m. and close at 5:30 p.m. Breakfast, lunch, and snacks are served. Full-time students at Vance-Granville Community College are encouraged to use this resource for placement of their children.

Parents who are interested in placing their children at either of the VGCC daycare facilities should contact the daycare manager at the campus at which they wish to enroll. Because of the high demand for daycare services, a waiting list for enrollment is maintained at both facilities.

### **DISABILITIES (Services for Persons with Special Needs)**

Vance-Granville Community College offers assistance to persons with special needs in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The college aims to ensure "reasonable accommodations" for students with special needs. Examples of reasonable accommodations include allowing the student to take a test in a quiet area, use of a tape recorder in class to take notes, or use of a note taker.

Students requesting services should meet with the Special Needs Counselor. Appropriate documentation must be provided. If no documentation exists, the student bears the cost of any evaluation necessary for disability determination. Students requesting services should see the Special Needs Counselor prior to the beginning of each semester for a written education plan (IEP), stating the services needed.

### **EMERGENCY INFORMATION**

If an emergency arises, students should inform the nearest college employee. First aid equipment is located in key locations and shops throughout the Main Campus and satellite campuses. When an emergency exists that requires treatment beyond simple first aid, the nearest rescue unit will be notified. All emergency cases will be referred to the nearest hospital for treatment. Any expense for medical assistance will be the responsibility of the injured individual and his/her family.

The right to call for outside medical assistance in medical emergencies will be left to the judgment of the College staff member present at the scene of the emergency.

### **GRIEVANCE POLICY**

In matters pertaining to student conduct or suspensions, any student who feels he/she has been treated unjustly may present his/her case to the Student Services Committee. The committee will review all cases and make an appropriate recommendation to the President. The decision of the President on disciplinary action is final. (See section on Code of Conduct — Policies and Procedure, beginning on page 57.)

Student grievances concerning grading and academic matters are stated in the Academic Grievance Policy listed under Grading System.

would have met the standard had the second major students been included.

10. **Employer Satisfaction with Graduates.** This measure is intended to measure the satisfaction of organizations whose employees have been trained through a community college. The performance standard for this measure is that 85 percent of employers surveyed will report satisfaction. The data for this measure will be provided by the North Carolina Community College System (NCCCS) office in 2002.
11. **Success Rate of Developmental Students in Subsequent College-Level Courses.** The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary to succeed in subsequent college level courses at the same level as students who were not enrolled in developmental courses. Preliminary data shows that 84.4 percent of developmental students passed subsequent courses in Spring 2001, as compared with 81.7 percent of non-developmental students. Thus, the data demonstrates that developmental courses equip students with the skills and knowledge necessary to succeed in subsequent college-level courses at the same level as non-developmental students.
12. **Client Satisfaction with Customized Training.** This measure defines the percentage of businesses and industries that have received services from the community college and indicate that their expectations have been met. The performance standard was set at 85 percent. Of the businesses receiving services from VGCC, 100 percent reported satisfaction with the customized training provided.

### **Security Data**

Vance-Granville Community College complies with the Federal Campus Security Act of 1990. This law requires the College to publish campus security data annually. Current data is available on the VGCC Web Site. (<http://www.vgcc.edu/consumerinformation.htm>)

### **COUNSELING SERVICES**

The Counseling Services staff provides many services including test data interpretation, orientation, pre-admissions counseling, student seminars, academic advising, referral follow-ups, and academic progress monitoring, as well as confidential personal counseling when requested. Students are encouraged to utilize these and other services available to them as they plan their educational goals. Counselors and advisors are available to students on an individual basis or in groups when appropriate. A member of Counseling Services is available from 8 a.m. until 6 p.m. Monday through Thursday.

### **DAYCARE SERVICES**

The College operates full-time DayCare Centers on Main Campus and Franklin County Campus as training laboratories for the Early Childhood Associate program.

The Main Campus center maintains an "AA" License with the State of North Carolina and is an accredited facility through the National Academy of Early Childhood Educators. One- to five-year-old children of students, staff and others are eligible for admittance.

*continued*



## **STUDENT HANDBOOK**

A student handbook is prepared by Student Development and Advancement Services and the curriculum departments of the College. The handbook is a guide for students in acquainting themselves with practices, policies and procedures of the College. The handbook provides the student with additional information not available in this catalog. Copies are issued during orientation and are available in the Counseling Offices on Main Campus or from satellite campus coordinators. It is the responsibility of each student to know the contents in order to ensure his or her success at VGCC.

## **HOUSING**

The College does not have dormitory facilities nor does it assume any responsibility for student housing. If a student attending Vance-Granville Community College must secure housing, it will be his/her responsibility to investigate possible sources and make the necessary financial arrangements. The student is urged to do this well in advance of his/her anticipated enrollment date.

## **HEALTH SERVICES**

Since Vance-Granville is a commuter institution, the College maintains no health facilities other than first aid equipment. The responsibility for medical services rests with the student and his/her parents or guardian.

The College has made arrangements with local physicians who will take emergency calls. Emergency facilities are also available at Maria Parham Hospital in Henderson.

## **I.D. CARDS**

All students enrolled in curriculum classes will be issued I.D. cards at the beginning of his/her enrollment. A semester validation sticker will be required each additional semester. A student may be required to show identification and identify himself/herself anytime he/she is on campus.

## **INCLEMENT WEATHER**

Should it appear that adverse weather or other factors would necessitate closing of Vance-Granville Community College for either full-time or extension classes, the President, or his representative, shall make the final decision. Classes missed as the result of the closing of the College due to adverse weather or other factors shall be made up using a method to be determined by the President of the College.

Notice of the College closing will be made on local radio stations and on a taped message at (252) 492-2061 and on the VGCC web page at <http://www.vgcc.edu>.

## ORGANIZATIONS AND ACTIVITIES

The College encourages student participation in student organizations and activities. Although student activities are reviewed as secondary to the purpose of academic preparation, they are, nevertheless, an important phase of student growth and development.

The student activities program is designed to provide a variety of meaningful educational, cultural, and social experiences.

The student activities program may include student government, publications, intramural athletics, departmental clubs, and special interest groups. A faculty advisor is required by the administration for each student group and organization. All organizations must be chartered and approved by the Student Government Association and the President. Should a sufficient number of students desire a particular college activity, they may petition the Student Government for official recognition. All campus organizations are prohibited from discrimination according to race, creed, color, sex, age, or disability.

## ORIENTATION

All new and returning full-time students are expected to participate in the student orientation program. Orientation is designed to facilitate the students' adjustment to the College's philosophy, programs, policies, standards, and procedures. Special emphasis is placed on services, resources, and facilities of the College and the encouragement of the students to make full use of these opportunities. Special and part-time students are strongly encouraged to attend the orientation sessions so they will be better informed. Students are given a program-specific Student Handbook at orientation that outlines their course of study and other needed information. Questions concerning orientation may be directed to a member of the Counseling Services staff.

## PARKING

Vance-Granville's campuses have paved, well-lighted parking areas. On Main Campus, short-term parking for visitors is available in front of Building 1. Visitors' parking permits may be obtained from the receptionist in Building 1. All campus students are required to obtain, and properly display, a parking permit. Parking permits and campus parking rules and regulations are available during registration at the Business Office.

The institution provides parking spaces for persons with disabilities in a number of locations on all campuses. All parking lots are equipped with ramps that make the institution accessible to those persons with disabilities. Eligibility for such a parking space generally requires display of the proper license plate from the North Carolina Division of Motor Vehicles indicating the driver's disabilities. (*See Student Code of Conduct, Policies and Procedures*, beginning on the next page, for rules on parking.)



# STUDENT CODE OF CONDUCT

## Policy and Procedures

**STUDENT CODE OF CONDUCT  
POLICIES AND PROCEDURES**

**CONDUCT**

Students will be expected to conduct themselves at all times as mature and responsible individuals and should show a high regard for College facilities, property, and for the personal property of others. Enrolling students are responsible for acquainting themselves with all College regulations.

College regulations that serve to control such activities as traffic, parking, smoking, and other aspects of personal conduct must be observed. Students may be suspended or dismissed for conduct that is considered in violation of the Student Code of Conduct while on campus or while participating in school-sponsored activities either on or off campus.

The decision to suspend or dismiss students for violations of the College Code of Conduct will be at the discretion of the Dean of Student Services after consultation with appropriate personnel.

**I. Student Code of Conduct**

The College has the responsibility to create and maintain order on campus. All members of the College – trustees, administrators, faculty, staff and students – must share the responsibility.

The College guarantees each student the privilege of exercising his/her rights of citizenship under the Constitution of the United States and the General Statutes of the State of North Carolina.

The College can be expected to apply sanctions in instances where a student's conduct interferes with the college's primary purposes. The College has a responsibility to protect the health and safety of persons, to maintain and protect property, to keep records, and to conduct classes and non-classroom activities such as lectures, concerts, athletics and social functions. Students are required to carry their student I.D.s while on campus and give full cooperation to security requesting verification of I.D.

**The act of enrollment at Vance-Granville Community College includes an acceptance by the student of rules and policies of Vance-Granville Community College. Each enrolled student is considered to be a responsible adult, and Vance-Granville Community College assumes and requires that men and women who enroll in various programs will maintain standards of conduct appropriate to the status of students at Vance-Granville Community College.**

While students are on Vance-Granville Community College property or at a Vance-Granville Community College-sponsored event, students may not act in any way that negatively impacts the College's educational objectives. Acts that are illegal or against the College's rules and regulations will be subject to disciplinary action.

**A. Prohibited Conduct Shall Include, but not be limited to:**

- Dishonesty – this includes but is not limited to cheating, plagiarism, falsification of information, abuse of academic materials, fraud, attempt to assist another to commit an act of dishonesty, and unauthorized use of College name;
- Stealing, misusing or damaging college property, property of a member of the college community or a college visitor; or breaking into locked College facilities or being in a College facility after closing hours;
- Having, making use of, distributing, selling or being under the influence of alcohol or any controlled substance on College property or at any College-sponsored activity or in a College vehicle;
- Being physically or verbally lewd or indecent, distributing obscene or libelous material, or directly cursing or using vulgar or abuse language toward any College employee or student;
- Assaulting or threatening anyone on College property or at a College-sponsored or supervised event;
- Sexually harassing a student or employee;
- Obstructing or disrupting study, teaching, research, administration or disciplinary proceedings or other College activities;
- Occupying or seizing College property or a College facility;
- Having food or drink in unauthorized areas, such as in classrooms and laboratory areas;
- Littering – students are responsible for cleaning their own tables and for placing trash, empty bottles, cigarette and other tobacco product disposal in proper containers;
- Wearing disruptive dress, which includes, but is not limited to: bare feet, clothing or appearance that is provocative or obscene or may result in danger to the health or safety of the student or others;
- Participating in or holding an assembly, demonstration or gathering that threatens or causes injury to anyone or anything, that interferes with access to College facilities, that is harmful to or interferes with the educational process, or staying at the scene of such a gathering when asked to leave by a College employee;
- Having, using, selling or distributing weapons or firearms of any kind;

- Issuing a bomb threat; setting off a fire alarm or tampering with safety equipment, except in an emergency when such equipment is needed;
- Gambling – on College premises or at College-sponsored activities. This includes, but is not limited to, exchanging items of value, as well as currency, and extends to keeping score for later settlement where changes for the monetary advantage or one participant are at the expense of others;
- Smoking or using other forms of tobacco in any campus building, except those areas designated;
- Violating College rules on the operation and parking of motor vehicles;
- Forging, altering or misusing College documents, records or instruments of identification;
- Failing to follow instructions or directions of College employees who are performing their duties;
- Violating the terms of disciplinary probation or College regulations while you are on probation;
- Failing to pay College fines, loans or writing bad checks to the College;
- Violating local, state or federal criminal laws on College property;
- Behaving in any way that conflicts with the safety of others;
- Stealing or misusing computer time;
- Abusing the College judicial system;
- Being an accessory to a violation or helping someone else commit an offense;
- Intimidating, coercing, extorting or hazing another student, with force, violence or threat of force or violence. No group or individual shall require another student to wear abnormal dress, play abusive or ridiculous tricks, or use frightening or other harassing behavior that subjects those individuals to personal indignity or harm.

*Note: Violating certain local, state or federal criminal laws off campus may result in disciplinary sanctions by the College.*

## **B. Disciplinary Sanctions**

When students violate College regulations, they are subject to disciplinary action by the College. Disciplinary action may be initiated by a complaint by any member of the College. The complaint must be filed with the Dean of Student Services or Chief Security Officer. The Dean or his/her representative shall investigate all complaints and will assign in writing formal sanctions if justified. Once formal sanctions have been initiated, the student may appeal the decision. The Student Code of Conduct sanctions range from expulsion or suspension, through probation, to lesser penalties. The list of sanctions defined seeks to preserve flexibility in the imposition of punishment. Sanctions include the following:

- **Reprimand** – A written communication which gives official notice to the student that he/she has violated the Code of Conduct and that any subsequent violation of the Code of Conduct may carry heavier penalties because of this prior infraction.
- **General Probation** – An individual may be placed on general probation when involved in a minor disciplinary offense. General probation has two (2) important implications: first, the individual is given the chance to show his/her capability and willingness to observe the Student Code without further penalty; second, if he/she errs again, additional sanctions will be imposed for this violation. The probation will be in effect for no more than two (2) terms.
- **Restrictive probation** – Results in loss of good standing and notation of such is made in the individual's record. Restrictive conditions may limit activity in the College community. Generally, the individual will not be eligible for initiation into any local or national organization, and may not receive any college award or other honorary recognition. The individual may not occupy a position of leadership or responsibility with any College or student organization, publication, or activity. This probation will be in effect for not more than two (2) terms. Any violation of restrictive probation may result in immediate suspension.
- **Restitution** – Paying for damaging, misusing, destroying, or losing property belonging to the College, College personnel, or student(s).
- **Academic Suspension** – Exclusion from class(es) and/or all other privileges or activities set forth in the notice, until a final decision has been made concerning the alleged violation.
- **Loss of Academic Credit or Grade** – Imposed as a result of academic dishonesty.
- **Withholding Diploma or Right to Register** – Imposed when financial obligations are not met.
- **Suspension** – Exclusion from class(es) and/or all other privileges or activities of the College for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than probation, or for repeated misconduct. Students who receive this sanction must get specific written permission from the Dean of Student Services before returning to campus.
- **Expulsion** – Dismissing a student from campus for an indefinite period. The student loses his/her student status. The student may be re-admitted to the College only with the approval of the President or his designee.
- **Group Probation** – This is given to a College club or other organized group for a specified period of time. If group violations are repeated during the term of the sentence, the charter may be revoked or activities restricted.

- **Group Restriction** – Removing College recognition during the term in which the offense occurred or for a longer period (usually not more than one other term). While under restriction, the group may not seek or add members, hold or sponsor events in the College community, or engaged in other activities as specified.
- **Group Charter Revocation** – Removal of College recognition for a group, club, society, or other organization for a minimum of two (2) years. Recharter after that time must be approved by the President and the Student Government Association.

### C. Order of Disciplinary Appeals Procedures

1. Once the Dean of Student Services or other College official has assigned disciplinary sanctions, he/she will:
  - Provide written notice of the sanctions imposed to all persons accused of violations.

#### Rights of the Accused

The accused may elect to:

- Voluntarily accept sanctions imposed by the Dean of Student Services; or,
  - Request a hearing before the Student Services Committee by writing a letter requesting the hearing and hand-delivering the letter to the Dean of Student Services. The letter must be filed within five (5) College working days from the date on disciplinary action letter.
2. The Dean of Student Services will summon the Student Services Committee for a hearing within ten working days from the receipt of the Appeals request. The President appoints this committee each year. Membership includes six faculty members, three full-time students, a representative of Workforce Investment Act, Counseling Services, a member of Security, and a member from the Student Services area.

#### Hearing

The Student Services Committee will:

- Hear the complaint from those initiating disciplinary action;
- Hear the grievance from the accused, along with any witnesses;
- Meet and discuss facts to determine if disciplinary action was justified;
- Provide written notice of the final decision to the accused.



## Notes:

The Dean of Student Services and Dean of Curriculum will decide if a student may attend classes during an Appeals process. Each case will be decided individually.

Students should be aware that, when attempting to add a class as a result of an Appeals decision, certain classes might already have the maximum allowed enrollment. Also, late enrollment may cause a student to exceed the allotted days for absenteeism from a class. If this situation occurs, the student must enroll in the class at a later date.

Academic Appeals information is located in the Academic section of this catalog.

## **II. Classroom Conduct**

**A. Attendance:** At the beginning of each course, the instructor will announce the attendance requirements of the course in accordance with departmental attendance regulations. An instructor may withdraw a student from the class if the student has violated the attendance policy. A failing grade may be assigned if the violation of the attendance policy is after the 65% date.

### **B. Safety Clothing and Equipment**

- Safety clothing and equipment must be worn as required.
- Uniforms and name tags must be worn in areas where they are required.
- Industrial-quality eye protection devices, when necessary, will be purchased by the College. Students will be responsible for wearing safety glasses and returning them to the instructor. The student must replace lost glasses.

It is a requirement of North Carolina General Statutes that students wear protective safety glasses in shops and laboratories when in the area or vicinity of:

- Hot solids, liquids, or molten metals;
- Milling, sawing, turning, shaping, cutting, or stamping of any solid materials;
- Heat treatment, tempering, or kiln firing of any metal or other materials;
- Gas or electric arc welding;
- Repair or servicing of any vehicle; or
- Caustic or explosive chemicals or materials.

**C. Classroom Behavior**

Any instructor may request a student to leave the instructor's teaching stations when, in the opinion of the instructor, the student's conduct or personal habits disrupt normal classroom procedures or endanger the class. The instructor notifies the Dean of Student Services and the Security Office of the action and reason. If, in the opinion of the instructor, security office, and the Dean of Student Services, the student conduct is such that he or she should be prohibited from re-entering the class, then written notification shall be forwarded to the student.

**D. Access to Campus Facilities**

Access to campus facilities is limited to the designed and intended purposes of the specific classroom laboratory or shop. Individuals not scheduled to have access should not enter these areas without permission. Students shall not use shop equipment unless under the supervision of an instructor.

**E. Computer and Network User Policy****General Use Policy**

1. Campus-wide access to computing facilities is restricted to Vance-Granville Community College faculty, staff, and active students. In addition, access to Internet operations is restricted to faculty, staff, active curriculum students possessing a valid student identification card, active extension or special students requiring access by nature of the course requirements or by an instructor's written permission. Authorized users may use College computing facilities, including transmissions over and through the College network, for research and scholarly or educational purposes, and for official College business, so long as such use does not:
  - Violate any law or College policy,
  - Involve significant use of College resources, direct costs, or substantial interference with the performance of College duties and work, or
  - Result in commercial gain or profit.
2. No user shall disclose an account password or share an account with another person. Instructors will not share their accounts with students, workstudy students, or temporary help of any kind. It is the responsibility of the user to protect the account from unauthorized use by changing the account password periodically and using passwords that are not easily guessed.

3. Any attempt to circumvent system security, guess passwords, or in any way gain unauthorized access to local or network resources is forbidden.
4. Transferring copyrighted materials to or from any system or via the College network without express consent of the copyright owner is prohibited and may be a violation of Federal and State Law.
5. Use of electronic mail and other network communications facilities to harass offend, or annoy other users of the network is forbidden. This includes electronic "chain letters."

### **Information Access and User Privacy**

Electronic mail, information passing over the College network, and information stored in user accounts are considered to be private and confidential. Although this type of information must be accessed by system personnel for the purpose of backups, network management, etc., the content of user files and network transmissions will not be viewed, monitored, or altered without the express permission of the user except in the following circumstance:

1. The College has reason to believe that an account or system has been breached and is being used by someone other than the authorized user;
2. The College has received a complaint that an account or system is being used to gain unauthorized access or to attempt to gain unauthorized access to another network site, or;
3. The College has reason to believe than an account or system is being used in violation of College policy, State Law or Federal Law.
4. The LRC staff has reason to believe that the patron in the LRC is using the Internet inappropriately.

Under these circumstances, the College President and/or his designee may authorize staff to monitor the activities of a specified account or computer system, and to search electronic information stored in that account. The authority for this search must be requested on an account-by account basis and monitoring will be restricted to the specified account. If this search provides evidence of violation, the account will be disabled, and action will be taken with appropriate authorities.

### **Use of Public Facilities**

Users are expected to take proper care of the equipment in all College facilities and to abide by the rules of the staff and faculty supervising the equipment. They are to report any malfunction as soon as possible to the Office of Information Technology for repair. A user should not attempt to move, repair, reconfigure, modify, or attach external devices

*continued*

to the systems. **This includes changing toolbars, screen savers or desktop themes. Users will be held responsible for any internal or external damage inflicted during use.** No food or drink is permitted in public facilities (the Learning Resources Center, laboratories, classrooms, etc.). Display of offensive or inappropriate materials on public workstations is expressly forbidden and may result in revocation of computing privileges at the discretion of the supervising staff. Staff will periodically monitor appropriate usage. Users are required to sign a copy of the policy statement before using computer workstations in the LRC to document that they understand and are willing to comply with this policy.

### **Ponzi Schemes are Against the Law**

A Ponzi Scheme is a form of chain letter that requests recipients to send money to people on a list. The U.S. Supreme Court has determined that Ponzi Schemes are inherently fraudulent. The U.S. Criminal Code prohibits the use of mail or wire in any attempt to defraud. Users should note that under the wire fraud statutes, the attempt to defraud is a violation, and all who are involved in the attempt, where intentionally or not, may also be in violation.

### **Sanctions for Policy Violations**

Violations of policy will be treated as academic misconduct, misdemeanor, or felony as appropriate. For non-criminal matters, but serious misconduct, the following procedure will be followed:

- On the **first violation**, the user will be denied computer privileges for a period of one week.
- A **second violation** will result in the loss of computing privileges until the end of the semester.
- A **third violation** will result in permanent loss of computing privileges.

For minor violations of policy such as non-educational electronic mail, non-educational chatting, or any form of non-educational electronic communication the following procedure will be implemented:

- On the first violation, a warning will be issued and documented.
- On the second violation, the user will be denied computing privileges for a period of one week.
- Any violation after the second will result in loss of computing privileges until the end of the current semester.

**Criminal violation** will be prosecuted to the fullest extent of the law and will result in the immediate suspension of computing privileges. The outcome of such violations may result in student or staff disciplinary or termination proceedings and permanent revocation of computing privileges.

## **F. Publications Policy**

Publications are defined to include but are not limited to the following: newspapers, pamphlets, newsletters, brochures, flyers, books, posters, or magazines. Publications are not to be printed or distributed without official approval of the Dean of Student Services. Off-campus organizations are not allowed to distribute their publications on any of the college's properties without the approval of the College administration.

- **Approval of Publications:** Approved campus organizations may post and distribute their publications if said publications have been approved by the president of the organization, the organization's advisor, and the Dean of Student Services.
- **Offensive Publications:** Publications containing profanity, language that is offensive to race, sex, or creed, and incorrect statements will not be approved for printing or distribution. All publications must represent the dignity, mission, and standards of the College.
- **Organizations Publications:** Organizational publications must be consistent with the philosophy and mission of the organization and Vance-Granville Community College.

## **G. Bulletin Boards**

- Posters of any type are not permitted on walls, doors, windows, or exterior surfaces of buildings. Important announcements concerning student activities, meetings, pre-registration, job openings, and special events are posted on the bulletin boards. Students are held responsible for removing all notices that are outdated or improperly posted.
- Ads (books for sale, rentals, items for sale, etc.) may be posted on bulletin boards. Permission to mount posters or notices on bulletin boards must be obtained from the Student Services office.

## **H. Approval of Activities, Fund Raising**

All curriculum extracurricular activities and fund raising must be approved by the Dean of Curriculum to ensure that they are coordinated throughout the entire College.

## I. Unattended Children on Campus

The recreational facilities, classrooms, and other areas of the College are designated primarily for the student population. Students should not bring children on campus unless they are enrolled in the College day care program. Children or other individuals (non-students) accompanying students are not allowed in classrooms, testing center, nor should they be left alone in the campus common areas. The College cannot assume responsibility for these individuals while on campus.

## J. Maintenance of a Safe and Orderly Environment

All rules apply on and off campus during College-sponsored activities. Administration, security, faculty, and all other College employees have the authority to enforce all rules on or off campus during College-sponsored events. Students are responsible for full cooperation in the maintenance of a safe and orderly environment.

### 1. Campus Conduct

All students, faculty, and College personnel have the right to attend scheduled classes or work stations without fear of violence or psychological abuse. Should any interruption of the process of business, training, or occupancy of Vance-Granville Community College's premises occur, the following actions will be initiated when any of the situations listed (or like situations) occur:

- **Unauthorized Assembly:** When an assembly of students on campus not authorized by the College has been requested to disband by the President or other designated officers, those refusing to comply will be subject to immediate suspension and/or dismissal and legal action for trespassing.
- **Hearing of Grievances:** In the event that an assembly appears to be a demonstration related to grievances those present should be advised that orderly procedures for the hearing of grievances are available to which adherence is mandatory. Institutional officials will not negotiate with such groups under conditions of duress.
- **Unauthorized Occupation:** Any unauthorized occupation of buildings and/or institutional property constitutes reason for immediate suspension and/or dismissal from the College of students who may be involved. Destruction of state property is punishable by law.

- **Non-Student Participation:** Any person currently not a student is not allowed to participate in demonstrations on the campus.
- **Outside Force:** Voluntary compliance is required to maintain law and order on campus. When voluntary compliance fails, the College may call upon outside forces to restore order. It should be remembered, however, that the institution does not always make the decisions about whether police shall come in. In certain instances, the police are obligated to come in when law breaking is perceived or violence erupts.
- **No Retroactive Amnesty:** The criminal act of violating another person's rights, once committed, cannot be undone. The act of destroying state or private property is not rescinded by an apology or by restitution. Once the act has been committed, the responsibility for the act is fixed. Retroactive amnesty is not the policy of the College. Institutional officials will not consider any proposals or demands presented to them during a period of duress created by a group or a faction of the student body.

## 2. Guidelines

- **Speakers on Campus:** When speakers are invited to campus under established procedures, they should be allowed to speak. Respect for the democratic principles of open discussions and the right to hold and present differing opinions carries with it the obligation to allow speakers to speak and to permit audiences to listen.
- **Recruiting on Campus:** Vance-Granville Community College, through its placement services, will invite representatives from industries, businesses, and government to campus. This policy guarantees that any recruiter visiting the campus and approved by the administration will be treated as a guest.
- **Civil Disobedience:** Civil Disobedience is not a civil liberty and by definition, constitutes a violation of law.

*continued*

### 3. Disruption of College

- **Forceful Disruption:** A student shall not by use of violent force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the disruption of the function of the College or persons engaged in the business of the College.
- **Formal or Informal Assembly:** A student or group of students shall not participate in or conduct an informal or formal assembly:
  - In a manner that threatens or causes injury to persons or property;
  - Which interferes with free access to College or facilities; or
  - Which is harmful, obstructive, or disruptive to the educational process or institutional function of the College.Remaining at the scene of such an assembly after being asked to leave by a representative of the College staff will also constitute a violation.
- **Intentional Obstruction:** A student or group of students shall not intentionally obstruct or disrupt teaching, administration, or disciplinary proceedings, or other College activities, including public service functions and other duly authorized activities on College premises.
- **Occupation or Seizure:** Students or a group of students shall not participate in occupation or seizure of College property, a College facility, or any portion thereof, for a use inconsistent with prescribed, customary, or authorized use.
- **Fire Alarms:** It is unlawful to set off a fire alarm or use or tamper with any fire safety equipment.
- **Disturbance:** Any physical or verbal disturbance that interrupts or interferes with teaching or orderly conduct of College activities is prohibited.



### III. Alcohol and Drug Abuse Policy

It is the policy of Vance-Granville Community College to comply with the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) as implemented by regulations contained in 34 CFR Part 86, Subpart B, (amended as Title IV Safe and Drug Free Schools and Communities Act of 1994.) Therefore, it is the policy of this College that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on the College's campuses or at any site or activity operated by Vance-Granville Community College is prohibited. Any student violating this policy is in violation of the College's rules and regulations and also the Student Code of Conduct of Vance-Granville Community College. Any student violating this policy will be subject to disciplinary action up to and including permanent expulsion.

Students who violate the College's policies relating to drug abuse will be referred to the appropriate legal agencies for prosecution under the federal and state laws governing use and possession of a controlled substance. This includes, but is not limited to, narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of Section 2020 of the Controlled Substance Act (21 U.S.C. Section 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15 or article 5 Chapter 90 of the North Carolina General Statute. Persons who violate this statute shall be guilty of a felony and may be imprisoned up to 10 years or fined up to \$10,000 or both at the discretion of the court.

Possession or use of alcoholic beverages or being in a state of intoxication on the College campus or at College-sponsored or supervised functions off-campus or in College-owned vehicles is prohibited. This includes, but is not limited to, alcoholic beverages, malt beverages, or fortified wine or other intoxicating liquor. Use of alcoholic beverages may result in referral to counseling programs and/or legal agencies for prosecution under federal and state laws.

Prescription drugs authorized by a registered physician or pharmacist are not in violation of the code of conduct as long as the individual intended to receive the prescription medication takes the drug according to the prescribed dosage. Any influence, which may be attributed to the use of drugs or of alcoholic beverages, shall not in any way limit the responsibility of the individual for the consequences of his/her actions.

Students should be aware that the use of alcohol, non-prescription use of depressants (including sleeping pills, sedatives and tranquilizers) and non-prescription use of stimulants (including cocaine, prescription diet pills and marijuana) can lead to lapses in attention, slowed reflexes and reaction time, impaired vision and impaired short-term memory. Alcohol is strongly associated with the increased risk of cancers of the oral cavity, pharynx and larynx. Other research indicates chronic alcohol abuse may effect the immune system.

Students desiring counseling or treatment for the abuse of alcohol or drugs should contact any of the following agencies:

*continued*

- Alcoholics Anonymous Alcoholism Information Center 919-286-9449
- Narcotics Anonymous Hotline 919-755-5391
- Alcohol Drug Council of N.C. 1-800-662-7030
- Alcohol Abuse 24-Hour Hotline & Treatment 1-800-374-2800
- Alcohol Abuse & Addiction – Information & Treatment 1-800-333-2294
- Alcohol Abuse 24-Hour Assistance & Treatment 1-800-234-1253

### **Franklin County**

- Alcoholism & Drug Abuse Services – Mental Health Program  
107 Industrial Dr., Suite B, Louisburg, NC 27549  
919-496-4111

### **Granville County**

- Alcoholism & Drug Abuse Services – Mental Health Program  
120 Orange St., Oxford, NC 27565  
919-693-2611
- Alcoholics Anonymous  
111 Grace Street, Oxford, NC  
919-693-5635
- Alcoholics Anonymous  
213 Pine Tree Rd., Oxford, NC  
919-693-2329

### **Vance County**

- Alcoholism & Drug Abuse Services—Mental Health Program  
125 Charles Rollins Rd., Henderson, NC 27536  
252-492-4011

### **Warren County**

- Alcoholism & Drug Abuse Services – Mental Health Program  
546 Ridgeway St., Warrenton, NC 27589  
252-257-2774

### **Durham County**

- Substance Abuse Services  
705 S. Mangum St., Durham, NC 27701  
919-560-7500

### **Wake County**

- Mental Health Services  
3010 Falstaff Rd., Raleigh, NC  
919-250-3100
- Alcoholics Anonymous Hotline 24 Hours  
919-783-6144
- Al-Anon-Alateen  
3824 Barrett Dr., Raleigh, NC  
919-787-1653

#### **IV. Sexual Assault Policy**

##### **A. Purpose:**

The purpose of this document is to define Vance-Granville Community College's policy on sexual assault to prevent sex offenses and outline procedures to follow when a sex offense occurs on campus.

##### **B. Policy:**

Vance-Granville Community College is committed to maintain an environment that is supportive of its primary educational mission and free from all exploitation and intimidation. The College will not tolerate rape, sexual assault, or other forms of non-consensual sexual activity.

Vance-Granville Community College supports this policy for students, staff, and faculty through educational prevention programs and counseling.

Vance-Granville Community College will enforce this policy through internal disciplinary procedures, educational programs, and the encouragement of external prosecution of alleged offenders through appropriate external law enforcement agencies. Violations of this policy shall include, but are not limited to, the following:

1. Any form of non-consensual sexual intercourse, committed by physical force, coercion, threat, or intimidation, actual or implied, by a person(s) known or unknown to the victim. Sexual intercourse can involve anal, oral, or vaginal penetration.
2. Any actual or attempted non-consensual sexual activity, by a person(s) known or unknown to the victim, including, but not limited to:
  - a) Sexual intercourse or sexual touching committed with or without physical force, coercion, threat, or intimidation
  - b) Exhibitionism
  - c) Sexual language of a threatening nature

Non-consensual sexual activity shall include, but is not limited to, situations where the victim is unable to consent because they are physically helpless or are mentally incapacitated due to drug or alcohol consumption or is unconscious, regardless of whether or not the consumption was with the victim's consent.

Victims of non-consensual sexual intercourse and/or activity are encouraged to file a complaint through any College office as soon as possible after the alleged incident. Parties not directly related to the College may also file complaints when a significant relationship to the mission and interest of the College can be shown. If a complaint is filed with the College by a party not directly related to the College, the party will be advised to contact local law enforcement officials to file a report.

Complaints by or against students will be forwarded to the Dean of Student Development and Advancement Services for resolution within the College's Student Code of Conduct. Complaints by or against college employees will be forwarded to the Personnel Director.

Members of the College community found to be in violation of this policy shall be subject to sanctions including probation, suspension, and permanent expulsion for students, and probation and termination for employees.

## V. Weapons and Firearms Policy

The firearms and weapons policy is taken from the North Carolina General Assembly Senate Bill 1096 enacted on December 1, 1999 (G.S. 14-269.2).

- It shall be a Class I felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, dynamite cartridge, bomb, grenade, mine, or powerful explosive, on educational property or to a curricular or extracurricular activity sponsored by the school. It shall also be a Class I felony for any person to cause, encourage, or aid a minor who is less than 18 years old to possess or carry any firearm or weapons mentioned in this section.
- It shall be a Class I misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, stun gun, air rifle, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, and any sharp-pointed or edged instrument except instructional supplies, on educational property or to a curricular or extracurricular sponsored by the school. It shall be a Class I misdemeanor for any person to cause, encourage, or aid a minor who is less than 18 years old to possess or carry any weapon listed in this section.
- Any person caught with possession of the above-mentioned firearms or weapons on Vance-Granville Community College property will be permanently suspended from Vance-Granville Community College campuses.

## **VI. Sexual Harassment**

Sexual harassment is a form of sex discrimination in violation of federal law and Vance-Granville Community College policy and will not be tolerated. Vance-Granville Community College forbids harassment of employees and students because of age, race, sex, color, religion, handicap, national origin, political affiliation, or marital status. Violation of this policy will lead to serious disciplinary action up to and including dismissal.

### **A. Definition**

Unwelcome sexual advance, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute sexual harassment.

### **B. Reporting Sexual Harassment**

In an effort to prevent sexual harassment from occurring at the institution, it is policy to encourage the reporting of sexual harassment to members of the College administration.

## **VII. Communicable Disease Policy**

Communicable and infectious disease shall include, but is not limited to, chicken pox, influenza, tuberculosis, conjunctivitis, hepatitis, A, B, and D, infectious mononucleosis, and acquired immune deficiency syndrome (AIDS).

Persons who know or have a reasonable basis for believing that they have an infectious/communicable disease, which may pose a threat to others, have an obligation to conduct themselves in accordance with such knowledge, so as to protect themselves and others. Accordingly, employees and student should report the information to the Dean of Student Services. All information will be kept confidential except to those persons determined by the Dean of Student Services as having a need to know. These persons will be informed after the individual is advised that such action will be taken.

Any student believed to be or knows they are infected and engaged in patient-care clinicals are required to share that information as soon as possible with the Dean of Student Services on a confidential basis, so that the College can protect the welfare of patients and others.

## VIII. Operation and Parking of Motor Vehicles

### A. Enforcement

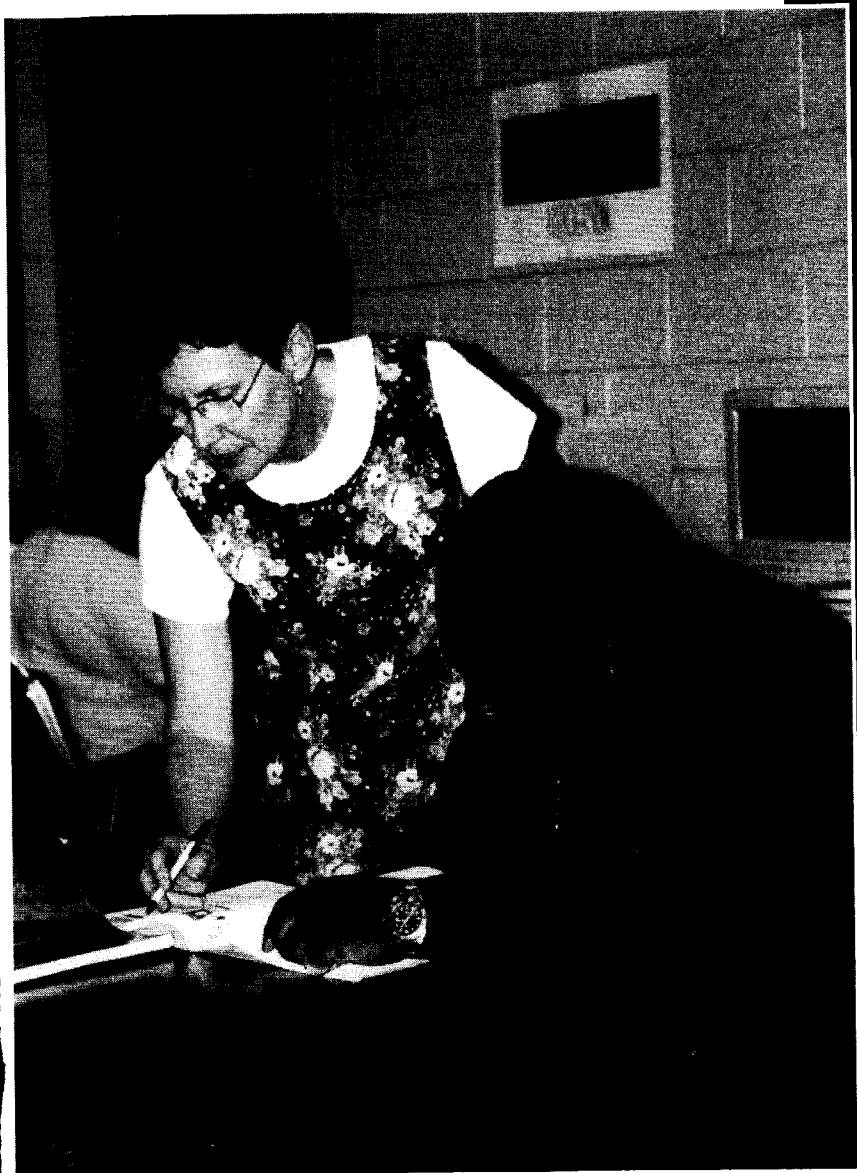
Under the provisions of North Carolina Statute 115D-21, the College may enforce traffic and parking regulations on campus.

### B. Application of State Law

All the provisions of Chapter 20 of the General Statutes relating to the use of the highways of the State of North Carolina and the operation of motor vehicles thereon shall apply to the streets, roads, and driveways of the Vance-Granville Community College campus, along with rules and regulations approved by the Board of Trustees.

### C. General Rules

- **Parking:** Students must park in areas marked for student parking.
- **Permit Stickers:** All vehicles on campus must be registered and the parking permit sticker displayed on the left rear bumper or in a clear space on the dashboard or the rear window.
- **24-Hour Regulations:** These rules and regulations shall apply on a 24-hour basis to operators of all vehicles, public or private, while operating a vehicle on the campus of the College.
- **Parking Responsibility:** The operator of any vehicle on the campus of the College shall comply with the legal instructions of any campus security officer and all traffic signs in accordance with the provision of these regulations. The responsibility of finding a legal parking space rests with the motor vehicle operator. Lack of space is not considered an excuse for violation of parking regulations.
- **Citations** will be issued for violations of the College traffic and parking regulations.
- **Accountability:** The person to whom a vehicle parking decal is issued shall be responsible for parking and traffic violations of the vehicle for which the permit is issued.
- **Penalty Fees** for drivers not complying with parking and traffic violations have been established. Failure to pay penalties may affect the student's enrollment status.



# CONTINUING EDUCATION

## CONTINUING EDUCATION, OCCUPATIONAL EXTENSION & ADULT EDUCATION

The Continuing Education, Occupational Extension, Adult Education, Human Resources Development and Workforce Investment Act programs at Vance-Granville Community College provide an opportunity for adults to meet the following objectives:

1. To improve the ability to read, speak and write the English language.
2. To finish high school.
3. To obtain pre-employment training in order to find a job.
4. To upgrade and to update skills used in a present job in order to increase abilities and future opportunities.
5. To improve personal and family life.
6. To learn new hobbies and skills for greater enjoyment of leisure time.
7. To expand cultural offerings to the community.

### **Admissions**

Any adult who has reached his/her 18th birthday, or whose regular high school class has graduated, is eligible to participate. Any individual having special high school educational needs, but who does not meet the admission requirements, may enroll with written permission of the superintendent and the principal of his/her high school system in the county in which he/she resides. The parent of the student must present a notarized petition granting permission for the student to enroll in the program.

### **Costs**

Registration fees vary according to program area. Fees are published with course schedules. There are no charges for Adult Basic Education (ABE), high school completion (GED), compensatory education (CED), or human resources development (HRD) courses.

Adults 65 years of age and older may attend at no charge, in most cases.

Additional costs may be charged for materials, textbooks and supplies depending on the nature and scope of the class. Most cultural activities are offered free to the public; however, there are times when a nominal fee may be charged.

### **Refund Policy**

Students who must withdraw from a course may be eligible for a partial refund of tuition. If withdrawal occurs, the student must immediately contact the appropriate coordinator, director, or dean regarding a refund.

### **Class Cancellation Policy**

Vance-Granville Community College reserves the right to cancel any class due to low registration and/or attendance.



## **COURSE REPETITION POLICY**

Students who take an occupational extension course more than twice within a five-year period shall be required to pay a fee in order to register for the course unless the class is "required by standards governing the certificate or licensing programs in which the student is enrolled."

Students shall be primarily responsible for monitoring course repetitions; however, the College shall review records and charge students full cost for courses taken more than twice.

### **CEUs/Certificates**

Continuing Education Units (CEUs) are awarded for all extension courses approved by the Division. CEUs are an established method of recording an individual's participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

Anyone earning CEUs at Vance-Granville Community College can obtain a transcript from the Records Office. A \$1.00 per copy transcript fee should be included with the request. Certificates of completion are normally awarded to classes.

### **Schedules**

Continuing Education classes are offered on a semester basis or as needed. Classes are scheduled when a need for a class is established, space exists to teach the class, and an instructor is available.

### **Types of Program Areas**

- Academic Education Extension
- Adult Basic Education (ABE)
- Adult High School Diploma (AHS)
- Apprenticeship
- Avocational
- Compensatory Education (CED)
- Cooperative Skill Training
- Focused Industrial Training
- English as a Second Language (ESL)
- General Educational Development (GED)
- Human Resources Development (HRD)
- Industrial Service
- Lectures, Performances, Exhibitions, Etc.
- New and Expanding Industry
- Occupational Extension
- Practical Skills
- Recreational
- Small Business
- Workforce Investment Act (WIA)

## **ADULT BASIC EDUCATION (ABE)**

The Adult Basic Education program is designed to address the educational needs of adults who are 18 years of age and older and have less than an eighth grade education. In addition, the program provides opportunities for adults to improve their skills if they have high school credentials yet their functional skills are below the eighth grade level.

The major objective of the ABE program is to increase basic skills by providing classes in reading, writing, speaking, and computation with an emphasis on developing critical thinking skills. Adult participants should improve their ability to benefit from occupational training, have greater opportunities for more productive and profitable employment, and meet their own objectives for enrolling in the program.

## **GENERAL EDUCATIONAL DEVELOPMENT (GED)**

Any person who is 18 years of age or older may prepare for the GED test. The GED exam measures a person's mastery of skills and general knowledge in five subject areas: writing, social studies, science, reading, and math. Upon successful completion of the GED exam, a student is awarded a certificate that is considered the equivalent of a high school diploma. GED tests are administered several times during each term. GED classes are available at each of VGCC's campuses and at other sites located throughout the College's service area.

A student entering a GED course of study will be given diagnostic tests to determine areas of strength and weakness. Instructors work individually with students in planning the most effective study program. GED class instruction will often concentrate on improving reading comprehension skills, increasing writing ability, and upgrading math skills.

## **ADULT HIGH SCHOOL DIPLOMA**

The Vance-Granville Community College Adult High School Diploma Program is available during the day at each of the four campuses. Students must be at least 18 years of age in order to be admitted. A placement test will be administered and interested students will be required to demonstrate a high school level of proficiency in reading in order to be admitted into the Adult High School Diploma Program. This competency-based program requires an 85 percent mastery level for each unit test and final exam administered. High school transcripts are evaluated by campus Adult Learning Center coordinators and a program of study is established. Students work independently, in small groups and on computerized instructional units. Books and materials are provided for classroom use only. Adult High School students must purchase course textbooks.

## **SPECIAL NEEDS**

A student who is between 16 and 18 years of age and determined to have "special needs" by the local school system may be enrolled in VGCC's Adult Learning Center and community-based classes if certain special con-

ditions are met. The local public or private school where the student would normally attend must determine that admission to the Adult Learning Center is the best educational option for the student. In addition, the Adult Learning Center coordinator or Adult Basic Skills instructional staff must conclude after interviewing the student and receiving appropriate enrollment documentation that he/she is mature enough to benefit from an adult instructional setting.

Each "special needs" applicant must submit a School Release form, signed by the school principal and district superintendent. In addition, a notarized "Parent's Consent" form must be signed by the parent or legal guardian. Also, the student's parent/guardian must sign a "Code of Conduct for Minors" form.

### **COMPENSATORY EDUCATION (CED)**

The Compensatory Education Program is specifically designed for developmentally delayed persons, ages 18 years and older, in the Vance-Granville Community College service area. Through this program, developmentally delayed individuals are helped to develop and refine needed skills to successfully participate in today's society. Specifically, the course content consists of task-analyzed instructional programs in the following domains: language, mathematics, social science, community living, health, consumer and vocational education.

### **ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)**

This program of study offers individuals whose native language is not English an opportunity to improve their ability to understand, speak, read and write in English. At the introductory level, the course format focuses on developing the conversational skills needed to deal effectively with day-to-day survival. It also addresses practical language skills needed for success in the workplace. At the intermediate and advanced levels more detailed attention is given to grammar, language usage, sentence structure, composition, and pronunciation in order to strengthen the student's confidence in using English.

### **ADULT LEARNING CENTER**

The Adult Learning Center (ALC) is designed to provide students with access to a variety of instructional approaches and materials. A computerized Integrated Learning System provides students with both an interactive learning experience and exposure to computer technology. The learning needs of students are considered individually, and instructional plans are developed that take into account each learner's skill development level and preferred learning style.

Upon enrollment, students meet with the Adult Learning Center staff to discuss educational goals and determine the most convenient schedule for each student. During the initial enrollment process, most students will be administered placement tests and inventories. This assessment procedure is necessary in order to establish precise short-term learning goals and select appropriate instructional materials.

*continued*

Students are encouraged to participate in a variety of instructional activities that include independent study, small group assignments, computer-assisted instruction, and class projects. Students are urged to participate in an ongoing self-assessment process that monitors progress and directs future learning and goal setting.

### **COMMUNITY SERVICE PROGRAM (Personal Interest)**

The purpose of the Community Service Program is to provide lifelong learning for adults to meet customers' needs and interests and contribute to the community's overall cultural, civic and intellectual growth. Community Service Program offerings include non-FTE CLASSES, SEMINARS, WORKSHOPS, OR OTHER SPECIAL EVENTS. These are funded by the Community Service Block Grant, by money generated from community service classes, or by money generated by self-supporting classes.

By design, the Community Service Program can serve a wide interest of the community. Program administrators can respond quickly to requests for courses that, in most instances, cannot be offered in any other area. All facets of the community can be served — ethnic, geographic, and socio-economic — and is done with the help of dedicated and creative administrators, customer-driven support staff, and quality instructors. The Program also has the flexibility to offer courses on days and times, at locations, and in formats that will best serve individual student needs.

The Community Service Program offers classes in the following areas:

**Academic extension courses:** Humanities, religion, languages (Spanish, Italian, French), sign language, geography, history, genealogy, local history, and antiques/collectibles.

**Practical Skills extension courses:** Homemaking, mechanics and maintenance, and miscellaneous (chair caning, basketry, cake decorating, interior design, quilting, sewing, cabinetmaking, landscaping/horticulture, small engine repair).

**Avocational extension courses:** Arts, crafts, music, pottery, personal photography, doll making, china painting, ceramics, calligraphy, floral arrangement/design.

**Self-Supporting Recreational extension courses:** Shag dancing, line dancing, golf (beginning), YOGA, stock/bond investments, and motorcycle safety (basic).

**Cultural Arts courses:** Seminars on subjects of requested/indicated interest, musical concerts, seasonal/cultural celebrations, and artistic shows and presentations.

## COLLEGE SERVICES

### CEUs

Continuing Education Units (CEUs) are awarded for all College Services courses approved by the Division.

### Costs

Registration fees and costs of texts and supplies for occupational extension programs vary according to length and content of courses. However, fees are usually minimal. There are no registration fees for most of the law enforcement, fire service, and emergency care courses provided for agency personnel. Persons 65 years of age and older (in-state) may attend with no registration fee. Departmental grants may be available through the Dean of College Services, directors or coordinators for those students who qualify.

Current registration fees by length of courses are as follows:

- \$50.00 for 0-10 hours
- \$55.00 for 11-30 hours
- \$60.00 for 31-100 hours
- \$65.00 for more than 100 hours

Limited grants on a need basis for College Services students may be available.

### Schedules

Courses are offered on a semester basis and as needed.

### Class Cancellation Policy

Vance-Granville Community College reserves the right to cancel any class due to low registration and/or attendance.

## COMPUTER CENTER

The Computer Center provides training on a variety of computer application programs. These training classes include, but are not limited to, windows, word processing, spreadsheets, databases, presentation and web design software, financial software and Internet access software, as well as classes for Information Technology professionals such as A+. The Computer Center offers both shorter overview classes and longer in-depth classes. Classes are scheduled during daytime, evening and weekend hours at all campuses, as well as on-line, to provide access to all students. In addition to course offerings to the general public, the Computer Center also provides customized training for local businesses, industries and local government agencies to meet their specific needs.

## ECONOMIC DEVELOPMENT SERVICES DIVISION

The Economic Development Services Division of the College works with new, expanding, and existing industries in providing customized training programs tailored to meet the needs of the industry and its employees. The training programs are flexible in design to accomplish specific objectives and are jointly planned by company personnel and industrial training specialists from the College.

Training sponsored by Economic Development Services includes:

1. **New Industry Training** designed to assist in the training of employees for new industries being established in North Carolina. The training is provided at no cost to the participating industry.
2. **Expanding Industry Training** designed to promote the expansion of existing industries by assisting in the training of new employees at no cost to the participating industry.
3. **Existing Industry Training** designed to train personnel to increase efficiency of the organization and to update employee skills. Costs may vary according to length and content of training, but are usually minimal.
4. **In-Plant Training** designed to teach fundamental skills of a particular job. Training is conducted at the site in which the organization normally operates — usually at the employee's assigned work station. A minimal fee will be charged.
5. **Focused Industrial Training** designed for specific groups of workers who need additional skills and technical knowledge, and also for workers who need to update their skills because of technological changes. Also offers training that cannot be provided through other existing occupational programs. A minimal fee may be charged.

Economic Development Services personnel also work closely with the N.C. Commerce Department, the N.C. Community College System office, local economic developers, employment security commissions, and chambers of commerce in the recruitment of new industries and service to all existing businesses/industries in the College's service area.

## LAW ENFORCEMENT

The Law Enforcement Department of the College offers training designed to meet the needs of state, county, city and other law enforcement agencies through a combination of required training for certification and in-service training to maintain and upgrade skills.

## NURSE AIDE EDUCATION

This program provides Nurse Aide I & II certification programs in which classroom education, laboratory training, and clinical experiences in local nursing homes and hospitals are provided. In addition, in-service education and training can be provided for hospital, nursing/rest home and government personnel.

## OCCUPATIONAL EXTENSION

The College Services Division provides numerous occupational related courses for employment purposes. Included, in addition to other program areas, are wastewater treatment, code enforcement, substitute teacher training, activity coordinator, teacher certificate renewal, prison education and others.

## **PUBLIC SERVICES**

The Public Services Division of the College provides educational and training programs for emergency care units, fire service units, and governmental agencies. In addition, other academic, vocational and technical courses are offered. Public Services program offerings and services include, but are not limited to, the following:

1. Fire Service training designed to train beginning firefighters and upgrade experienced firefighters in all aspects of firefighting procedures and equipment. Certification programs such as Firefighter I and II, Driver/Operator, and Hazardous Materials Responder are offered.
2. Emergency Medical Service training designed to train people to become state certified as Emergency Medical Technicians from the basic through the paramedic level. Medical Responder and Mobile Intensive Care Nurse training are also offered. Continuing Education and American Heart Association classes such as Advanced Cardiac Life Support and Pediatric Advanced Life Support are offered.
3. Emergency Rescue Technician training enabling the participant to gain certification in this area.
4. CPR and first aid courses to train persons to provide immediate aid to victims of accidents and sudden illness. Many classes are offered on site at businesses, industries and government agencies.

## **SMALL BUSINESS CENTER**

The Small Business Center of the College was created to provide the small businesses of the community with a focal point for training, education, counseling and referral. The Small Business Center addresses the continuing need for updated information, refinement of management skills and the improvement of profit advantage in risk-taking. Special attention is given to the critical areas of capital formation and prevention of business failures.

The Small Business Center program offerings and services include the following:

1. Seminars and short courses designed to provide small business owners, managers and employees with updated information on various business topics.
2. Counseling services to new and existing small businesses provided by Small Business Center personnel and volunteers.
3. Referrals to appropriate agencies.
4. Maintaining a network of linkages with Chambers of Commerce, Small Business Administration, economic development agencies, related educational and development agencies, business volunteers, Department of Economic Development, banks and other financial institutions.
5. A resource and information center provided for use by new and existing small businesses.
6. Occupational extension courses designed to prepare individuals for initial certifications or upgrading job skills and opportunities in such areas as contracting, real estate, automotive, supervisor training and others.

The division of Workforce Development includes programs primarily designed to assist persons with special needs to either enter or remain in the workforce. Program participants are either provided or assisted with receiving curriculum instruction, continuing education courses, customized training or on-the-job training in order to be prepared for current and future job opportunities. Programs that provide tutoring, counseling, tuition and fee waivers/vouchers, transportation allowances and other supportive services are also provided to assist persons with completing their prescribed academic or skills training program. Funding for these special programs are generally provided through both federal and state sources. Current programs include Student Support Services, Human Resources Development, Workforce Investment Act and Employment Stairways.

### **STUDENT SUPPORT SERVICES PROGRAM**

The Student Support Services Program is designed to serve full-time curriculum students who are low income, first college generation or with disabilities. The purpose of the program is to assist eligible students with successfully completing their academic program of study. Additionally, students are assisted with transferring to a senior college or university after program completion. The program also seeks to foster a climate supportive of the success of students enrolled.

Services provided directly to students by the program include academic tutoring, individual and group counseling, financial aid counseling, mentoring, college orientation, cultural enrichment activities and follow-up services. Additionally, program participants can visit four-year colleges or universities, historical sites, or cultural sites at in-state and out-of-state locations. These services are intended to assist program eligible students with overcoming those barriers that would normally interfere with their academic success. Further, these services increase student retention and graduation rates.

Student Support Services is known as a TRIO program among post-secondary education institutions. It is funded through the U.S. Department of Education.

### **HUMAN RESOURCES DEVELOPMENT**

Human Resources Development (HRD) is a prevocational and pre-employment program designed to educate and train individuals for success in the workplace. HRD is mainly intended for unemployed, underemployed, or employed persons seeking skills upgrading or retraining. It is state funded through the North Carolina Community College System.

The HRD program focuses upon customer wants and needs. Training may include a variety of topics relating to job orientation and motivation, employability skills, self-sufficiency or customized skills training. Instruction can be provided on either an individual or group basis. Training length will vary according to customer needs. HRD can be linked to other



college training programs or connected to agencies outside the institution where appropriate. Upon completing prescribed classes, students are assisted with job placement or further training opportunities through JobLink Center staff and services.

### Core Curriculum Components

The core curriculum for HRD training includes, but is not limited, to the following components:

- **Employability Skills** ..... self-assessment, self-esteem, goal setting, values clarification and technology awareness.
- **Employability Lab** ..... individualized and open entry/exit instruction on employability skills
- **Career Planning & Assessment** ..... interests, attitudes, aptitudes, goal setting, and action plan.
- **Career Readiness/Pathways** ..... employability skills related to a particular occupational extension course.
- **Introduction of Computer Skills** ..... terminology, keyboard, word processing, basic usage and internet capability for job search, documents and other information technology applications.
- **Employability Motivation & Retention**... employability skills training focusing on job transition, retention advancement and re-employment.

### Joblink Center Services

- Counseling
- Child Care/Transportation Referral
- Job Development
- Further Training Placement
- Job Placement
- Program Follow-Up

There is no cost to enroll into the HRD program. For more information or to apply, interested persons should contact the HRD office.

### WORKFORCE INVESTMENT ACT

The Workforce Investment Act (WIA) is funded through the U.S. Department of Labor and replaces the Job Training Partnership Act (JTPA). WIA will provide training and employment opportunities through one-stop delivery systems. Vance-Granville serves as a key partner with the local one-stop delivery system in Region K. It provides a variety of educational and occupational skills training options to eligible persons

*continued*

who are unemployed, underemployed, economically disadvantaged; or employed, but need services to obtain/retain employment.

Core services provided include: eligibility determination, outreach, recruitment, initial assessment, job search, job placement and labor market information. Intensive services provided will include: comprehensive assessments, individual employment plans, group counseling, case management and short-term prevocational services. Training services provided will include: occupational skills, on-the-job training, combined workplace/classroom training, private sector training, skills upgrading and retraining, entrepreneurial training, job readiness training, adult education and literacy, and customized training by employers.

As a Training Provider, Vance-Granville will offer curriculum-based training for eligible persons. Participants may receive some financial assistance, counseling, tutoring and job placement services depending upon the availability of funds.

On-the-Job Training (OJT) will be provided to eligible persons seeking to enter the labor force but desiring retraining or skills upgrading through practical learning experiences. Participants will receive wages while learning new skills on the job. Employers will be reimbursed up to half the cost of wages paid to participants.

Customized workplace computer training will be provided if funding is available. Participants will learn fundamental and advanced computer application skills typically required in general office technology or related jobs. Both classroom and practical job training exercises are provided through the program. There will be no cost for this training. Transportation, child care and lunch cost may be provided.

## EMPLOYMENT STAIRWAYS

This is a Welfare-to-Work Formula Grant project operated by Vance-Granville. It is designed primarily to assist Temporary Assistance to Needy Families (TANF) recipients with securing employment and becoming self-sufficient. A wide variety of pre-employment services, training, transitional services and subsidized work-based activities are provided to eligible persons to achieve this goal.

Assessment of client needs is a critical factor toward determining services to be rendered. Additionally, strong emphasis will be placed upon developing job readiness or pre-employment soft skills mainly in areas of attitudes, values clarification, goal setting, and critical job seeking and keeping skills. The provision of work-based activities is a major component of the project. Work Experience, Job Creation and On-The-Job Training (OJT) are three work-based activities provided. Also, participants can receive literacy, occupational skills training or curriculum training while working if either desired or required to keep the job.

Employment Stairways is presently connected to the Vance JobLink Career Center in Henderson and will be a key partner at other JobLink locations in Granville, Warren and Franklin counties.

Welfare-to-Work is funded by the U.S. Department of Labor through state and local Service Delivery Area. Continuation of this project will depend upon the availability of these funds.



# CURRICULUM PROGRAMS

# CURRICULUM PROGRAMS

Accounting .....	91
Air Conditioning, Heating & Refrigeration Technology .....	93
Associate in Arts and Associate in Science Degrees .....	94
Associate in General Education .....	98
Associate Degree Nursing (Integrated) .....	99
Automotive Systems Technology .....	100
Basic Law Enforcement Training .....	101
Business Administration .....	102
Business Administration/E-Commerce .....	104
Business Administration/Operations Management .....	107
Carpentry .....	110
Cosmetology .....	111
Cosmetology Instructor .....	112
Criminal Justice Technology .....	113
Early Childhood Associate .....	115
Early Childhood Associate/Teacher Associate .....	118
Electrical/Electronics Technology .....	121
Electronics Engineering Technology .....	122
General Occupational Technology .....	124
Human Services Technology .....	125
Human Services Technology/Mental Health .....	127
Human Services Technology/Substance Abuse .....	129
Industrial Systems Technology .....	131
Information Systems .....	132
Information Systems/Network Administration & Support .....	134
Internet Technologies .....	136
Manicuring/Nail Technology .....	138
Medical Assisting .....	139
Medical Office Administration .....	141
Office Systems Technology .....	143
Office Systems Technology/Legal .....	146
Practical Nursing .....	148
Radiography .....	149
Recreation & Leisure Studies .....	151
Welding Technology .....	153
Developmental Studies .....	154

## *Associate in Applied Science Degree*

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 CPA 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.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
BIO 140	Environmental Biology	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3

*continued...*

**Social/Behavioral Science: (Select one)**

ANT 220	Cultural Anthropology	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Intro to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

**III. MAJOR COURSES**

ACC 120	Principles of Accounting I	3	2	0	4
ACC 121	Principles of Accounting II	3	2	0	4
ACC 129	Individual Income Taxes	2	2	0	3
ACC 130	Business Income Taxes	2	2	0	3
ACC 140	Payroll Accounting	1	2	0	2
ACC 150	Computerized General Ledger	1	2	0	2
ACC 220	Intermediate Accounting I	3	2	0	4
ACC 221	Intermediate Accounting II	3	2	0	4
ACC 225	Cost Accounting	3	0	0	3
ACC 269	Auditing	3	0	0	3
BUS 110	Intro to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
BUS 121	Business Math	2	2	0	3
BUS 225	Business Finance I	2	2	0	3
BUS 260	Business Communications	3	0	0	3
CIS 120	Spreadsheet	2	2	0	3
OST 131	Keyboarding	1	2	0	2

**Economics: (Select one)**

ECO 151	Survey of Economics	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3

**Computers:**

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

**Major Electives: (Select 3 SHC)**

BUS 137	Principles of Management	3	0	0	3
BUS 217	Employment Law & Regulations	3	0	0	3
BUS 270	Professional Development	3	0	0	3
CIS 126	Graphics Software Intro	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
HSC 121	Environmental Health and Safety	3	0	0	3
HSC 130	Introduction to Quality Control	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
OST 136	Word Processing	1	2	0	2

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE****75**

# AIR CONDITIONING, HEATING & REFRIGERATION TECHNOLOGY

## *Diploma*

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments.

Diploma graduates should be able to assist in the start-up, preventive maintenance, service, repair and/or installation of residential and light commercial systems.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 101	Applied Communications I	3	0	0	3
MAT 101	Applied Mathematics I	2	2	0	3
<b>II. MAJOR COURSES</b>					
AHR 110	Introduction to Refrigeration	2	6	0	5
AHR 111	HVACR Electricity	2	2	0	3
AHR 112	Heating Technology	2	4	0	4
AHR 113	Comfort Cooling	2	4	0	4
AHR 114	Heat Pump Technology	2	4	0	4
AHR 115	Refrigeration Systems	1	3	0	2
AHR 130	HVAC Controls	2	2	0	3
AHR 133	HVAC Servicing	2	6	0	4
AHR 160	Refrigerant Certification	1	0	0	1
AHR 180	HVACR Customer Relations	1	0	0	1
AHR 211	Residential System Design	2	2	0	3
WLD 112	Basic Welding Processes	1	3	0	2
<b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>					<b>42</b>

## ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

The Associate in Arts and Associate in Science programs provide students with the first two years of a four-year baccalaureate degree. Students who complete the programs will be awarded Associate in Arts (A.A.) or Associate in Science (A.S.) degrees and may then transfer to four-year colleges and universities, usually entering as juniors. Students who earn an A.A. or an A.S. degree and discontinue their studies find that the degree improves their marketability in the world of work. The programs also serve the needs of students interested in taking a few courses for transfer to senior institutions, for personal interest, and to improve skills needed in their occupations.

Students are admitted to the programs after application by achieving placement test scores sufficiently high to place in English 111 (Expository Writing) and Mathematics 161 (College Algebra). Applicants with a combined score of at least 1000 on the Scholastic Aptitude Test (SAT), with a verbal score of at least 500 and a mathematics score of at least 500, are exempt from the foregoing test requirements. Students who do not score sufficiently high on the placement test will be placed in developmental studies courses, which are designed to remedy academic deficiencies.

During the first two years of college, students take a general selection of courses to gain a wide exposure to the different fields of knowledge. At Vance-Granville, students pursuing an A.A. or an A.S. degree take a specific number of credit hours in each of the following areas: composition; humanities and fine arts; social and behavioral sciences; mathematics; natural sciences; and speech. The chart on the following pages, titled "Associate in Arts and Associate in Science Degree Requirements," shows the number of hours students must take in each area, the number of elective hours required, and the courses that have been approved to satisfy area and elective requirements. Students must complete 64 credit hours to graduate.



# ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS

MINIMUM CREDIT HOURS REQUIRED FOR DEGREE: 64

					A.A. Degree	A.S. Degree
<b>I. GENERAL EDUCATION CORE</b>					<b>44</b>	<b>44</b>
<b>A. Composition .....</b>					<b>6</b>	<b>6</b>
		<b>Class</b>	<b>Lab</b>	<b>Credit</b>		
ENG 111	Expository Writing	3	0	3		
ENG 112	Argument-Based Research	3	0	3		
	<b>or</b>					
ENG 113	Literature-Based Research	3	0	3		
<b>B. Humanities/Fine Arts .....</b>					<b>12</b>	<b>12</b>
<i>Select from three disciplines. Two literature courses (ENG prefix) are required.</i>						
ART 111	Art Appreciation	3	0	3		
ART 114	Art History Survey I	3	0	3		
ART 115	Art History Survey II	3	0	3		
DRA 111	Theatre Appreciation	3	0	3		
DRA 112	Literature of the Theatre	3	0	3		
ENG 131	Introduction to Literature	3	0	3		
ENG 231	American Literature I	3	0	3		
ENG 232	American Literature II	3	0	3		
ENG 233	Major American Writers	3	0	3		
ENG 241	British Literature I	3	0	3		
ENG 242	British Literature II	3	0	3		
ENG 251	Western World Literature I	3	0	3		
ENG 252	Western World Literature II	3	0	3		
ENG 261	World Literature I	3	0	3		
ENG 262	World Literature II	3	0	3		
FRE 111	Elementary French I	3	0	3		
FRE 112	Elementary French II	3	0	3		
FRE 211	Intermediate French I	3	0	3		
FRE 212	Intermediate French II	3	0	3		
HUM 121	The Nature of America	3	0	3		
HUM 122	Southern Culture	3	0	3		
HUM 130	Myth in Human Culture	3	0	3		
HUM 150	American Women's Studies	3	0	3		
HUM 160	Introduction to Film	3	0	3		
MUS 110	Music Appreciation	3	0	3		
PHI 210	History of Philosophy	3	0	3		
REL 110	World Religions	3	0	3		
REL 211	Introduction to Old Testament	3	0	3		
REL 212	Introduction to New Testament	3	0	3		
SPA 111	Elementary Spanish I	3	0	3		
SPA 112	Elementary Spanish II	3	0	3		
SPA 211	Intermediate Spanish I	3	0	3		
SPA 212	Intermediate Spanish II	3	0	3		

*Note: Students who plan to transfer to an institution requiring a foreign language should take the necessary foreign language courses for Core and Elective credit.*

continued. . .

**C. Social and Behavioral Sciences ..... 12 12**

Select four courses from at least three disciplines. At least one history course **must** be taken.

		Class	Lab	Credit
ANT 210	General Anthropology	3	0	3
ANT 220	Cultural Anthropology	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
GEO 111	World Regional Geography	3	0	3
GEO 112	Cultural Geography	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
POL 210	Comparative Government	3	0	3
PSY 150	General Psychology	3	0	3
PSY 239	Psychology of Personality	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3
SOC 225	Social Diversity	3	0	3

**D. Natural Sciences ..... 8 8**

*A.A. Degree Requirement: Select two courses, including accompanying laboratory work, from the list that follows. A.S. Degree Requirement: Select a two-course sequence in general biology, general chemistry, or general physics from the list that follows.*

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4
GEL 111	Introductory Geology	3	2	4
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
PHY 151	College Physics I	3	2	4
PHY 152	College Physics II	3	2	4
PHY 251	General Physics I	3	3	4
PHY 252	General Physics II	3	3	4

*NOTE: Students will not receive credit for both BIO 110 and BIO 111. Students will not receive credit for both PHY 110 and PHY 151 or PHY 110 and PHY 251, nor will students receive credit for both PHY 151 and PHY 251 or PHY 152 and PHY 252.*

**E. Mathematics ..... 6 6**

*A.A. Degree Requirement: Select two courses from the list that follows.*

*A.S. Degree Requirement: Select a two-courses that are starred (\*) from the list that follows.*

*MAT 161, 162, and 165 will not satisfy A.S. requirements.*

MAT 151	Statistics I*	3	0	3
MAT 161	College Algebra	3	0	3
MAT 162	College Trigonometry	3	0	3
MAT 165	Finite Mathematics	3	0	3
MAT 171	Precalculus Algebra*	3	0	3

MAT 172	Precalculus Trigonometry*	3	0	3
MAT 263	Brief Calculus*	3	0	3
MAT 271	Calculus I*	3	2	4
MAT 272	Calculus II*	3	2	4
MAT 273	Calculus III*	3	2	4

NOTE: Students will not receive credit for both MAT 161 and MAT 171 or for both MAT 162 and MAT 172.

## II. OTHER REQUIRED HOURS

20 20

	Class	Lab	Credit
A. COM 231 Public Speaking	3	0	3

B. To complete the A.A. degree, **seventeen hours** should be selected from courses listed in the General Education Core or from the Elective Courses list. To complete the A.S. degree, **at least fourteen hours** of the seventeen hours required must be selected from the **mathematics and science disciplines**. Courses approved for the A.S. degree include those listed in the General Education Core in Mathematics (**starred courses only**) and Natural Sciences and those math, computer, and science courses listed in the Elective Courses list. (**Only** courses with BIO, CHM, CSC and MAT prefixes in the Elective Courses list). (Note: Students who plan to transfer to a four-year institution requiring P.E. should take the necessary P.E. courses.)

### Elective Courses

ACA 111	College Student Success	1	0	1
ACA 115	Success and Study Skills	0	2	1
ACC 120	Principles of Accounting I	3	2	4
ACC 121	Principles of Accounting II	3	2	4
ART 121	Design I	0	6	3
ART 131	Drawing I	0	6	3
ART 240	Painting I	0	6	3
BIO 165	Anatomy & Physiology I	3	3	4
BIO 166	Anatomy & Physiology II	3	3	4
BIO 168	Anatomy & Physiology I	3	3	4
BIO 169	Anatomy & Physiology II	3	3	4
BIO 175	General Microbiology	2	2	3
BIO 275	Microbiology	3	3	4
CHM 251	Organic Chemistry I	3	3	4
CHM 252	Organic Chemistry II	3	3	4
CIS 110	Introduction to Computers	2	2	3
CIS 115	Introduction to Programming & Logic	2	2	3
COM 110	Introduction to Communication	3	0	3
COM 120	Interpersonal Communication	3	0	3
CSC 134	C++ Programming	2	3	3
DRA 122	Oral Interpretation	3	0	3
EDU 116	Introduction to Education	3	2	4
HEA 110	Personal Health/Wellness	3	0	3
HEA 112	First Aid and CPR	1	2	2
HIS 221	African-American History	3	0	3
MAT 151A	Statistics I Lab	0	2	1
MAT 171A	Precalculus Algebra Lab	0	2	1
MAT 172A	Precalculus Trigonometry Lab	0	2	1
MAT 285	Differential Equations	3	0	3
PED 110	Fitness & Wellness for Life	1	2	2
PED 115	Step Aerobics I	0	3	1
PED 130	Tennis-Beginning	0	2	1
PED 139	Bowling-Beginning	0	2	1
PED 143	Volleyball-Beginning	0	2	1
PED 152	Swimming-Beginning	0	2	1
PSY 243	Child Psychology	3	0	3

# ASSOCIATE IN GENERAL EDUCATION

## Degree

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

*Students interested in this program must see the Dean of Student Development and Advancement Services for enrollment requirements.*

## COURSE AND HOUR REQUIREMENTS

Credit Hours

### I. GENERAL EDUCATION COURSES

**Communications:** 6

ENG 111 Expository Writing

ENG 114 Professional Research & Reporting

**Humanities/Fine Arts:** 3

Select from courses in art, foreign language, humanities, literature, music, philosophy, and religion

**Natural Sciences/Mathematics:** 3

Select from courses in biology, chemistry, geology, physics, and mathematics

**Social/Behavioral Science:** 3

Select from courses in economics, history, political science, psychology, and sociology

### II. MINIMUM MAJOR HOURS

**Computer/Information Systems:** 2

CIS 111 Basic PC Literacy

**Major Electives:** 47

Select from associate degree level courses in English/communications, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics, or any specialty courses as selected by the student and approved by the student's advisor

**TOTAL SEMESTER HOURS REQUIRED FOR A.G.E. DEGREE: 64**

*Associate in Applied Science Degree*

This curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings.

Courses will include content related to the nurse's role as provider of nursing care, as manager of care, as member of the discipline of nursing, and as a member of the interdisciplinary team.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physician's offices, industry, and community agencies.

**COURSE AND HOUR REQUIREMENTS**

	Title	Class	Lab	Work Exp/ Clinical	Credits
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 112	Argument-Based Research	3	0	0	3
	<b>or</b>				
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select One)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics:</b>					
BIO 155	Nutrition	3	0	0	3
BIO 168	Anatomy & Physiology I	3	3	0	4
<b>Social/Behavioral Science:</b>					
PSY 150	General Psychology	3	0	0	3
<b>II. MAJOR COURSES</b>					
BIO 169	Anatomy & Physiology II	3	3	0	4
BIO 175	General Microbiology	2	2	0	3
NUR 110	Nursing I	5	3	6	8
NUR 117	Pharmacology	1	3	0	2
NUR 120	Nursing II	5	3	6	8
NUR 130	Nursing III	4	3	6	7
NUR 210	Nursing IV	5	3	12	10
NUR 220	Nursing V	4	3	15	10
NUR 233	Leadership in Nursing	2	0	0	2
PSY 241	Development Psychology	3	0	0	3
<b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>					<b>76</b>

# AUTOMOTIVE SYSTEMS TECHNOLOGY

## *Diploma*

This curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, and climate control.

The Automotive Systems Technology Program is an Automotive Service Excellence (ASE) Certified program under the standards set by the National Automotive Technicians Education Foundation (NATEF). This certification provides a means of identifying quality programs meeting national standards. Students are assured that training received is current, complete and applicable. Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive industry.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 101	Applied Communications I	3	0	0	3
MAT 101	Applied Mathematics I	2	2	0	3
<b>II. MAJOR COURSES</b>					
AUT 110	Introduction to Automotive Technology	2	2	0	3
AUT 116	Engine Repair	1	3	0	2
AUT 141	Suspension and Steering Systems	2	4	0	4
AUT 151	Brake Systems	2	2	0	3
AUT 152	Brake Systems Lab	0	2	0	1
AUT 161	Electrical Systems	2	6	0	4
AUT 162	Chassis Electrical & Electronics Lab	2	2	0	3
AUT 171	Heating & Air Conditioning	2	3	0	3
AUT 183	Engine Performance-Fuels	2	3	0	3
AUT 221	Automatic Transmissions	2	6	0	4
AUT 282	Engine Electrical Management	3	9	0	6

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:**

**42**

# BASIC LAW ENFORCEMENT TRAINING

## *Certificate*

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 subject include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

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, investigation, practical application and sheriff-specific. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate-level course.

Students successfully completing a Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive up to 16 credit hours toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have successfully passed the Commissions' comprehensive certification examination. Students must have completed Basic Law Enforcement Training since 1985.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
None					
<b>II. MAJOR COURSES</b>					
CJC 100	Basic Law Enforcement Training	8	30	0	18
<b>TOTAL SEMESTER HOURS FOR CERTIFICATE:</b>					<b>18</b>

# BUSINESS ADMINISTRATION

## *Associate in Applied Science Degree*

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.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
BIO 110	Principles of Biology	3	3	0	4
BIO 111	General Biology I	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 163	Basic Anatomy & Physiology	4	2	0	5
BIO 165	Anatomy & Physiology I	3	3	0	4
BIO 168	Anatomy & Physiology I	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
GEL 111	Introductory Geology	3	2	0	4
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
PHS 111	Physical Science I	3	2	0	4
PHY 131	Physics Mechanics	3	2	0	4

*continued...*



**Social/Behavioral Science: (Select one)**

ANT 220	Cultural Anthropology	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

**II. MAJOR COURSES**

ACC 120	Principles of Accounting I	3	2	0	4
ACC 121	Accounting II	3	2	0	4
ACC 129	Taxes-Individuals	2	2	0	3
ACC 140	Payroll Accounting	1	2	0	2
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
BUS 121	Business Math	2	2	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 217	Employment Law & Regulations	3	0	0	3
BUS 225	Business Finance I	2	2	0	3
BUS 260	Business Communications	3	0	0	3
BUS 270	Professional Development	3	0	0	3
CIS 120	Spreadsheet	2	2	0	3
MKT 120	Principles of Marketing	3	0	0	3
OST 131	Keyboarding	1	2	0	2

**Economics: (Select one)**

ECO 151	Survey of Economics	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3

**Computer:**

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

**Major Electives: (Select 3 hours)**

ACC 130	Business Income Taxes	2	2	0	3
ACC 150	Computerized General Ledger	1	2	0	2
ACC 225	Cost Accounting	3	0	0	3
CIS 126	Graphics Software Intro	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
ISC 121	Environmental Health and Safety	3	0	0	3
ISC 130	Introduction to Quality Control	3	0	0	3
OST 136	Word Processing	1	2	0	2

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 68-70**

# BUSINESS ADMINISTRATION/ ELECTRONIC COMMERCE

## *Associate in Applied Science Degree*

Electronic Commerce is a concentration under the title of Business Administration. This curriculum is designed to prepare individuals for a career in the Internet economy.

Course work includes topics related to electronic business, Internet strategy in business, basic business principles in the world of E-Commerce. Students will be able to demonstrate the ability to identify and analyze such functional issues as planning, technical systems, marketing, security, finance, law, design, implementation, assessment and policy issues at an entry level.

Graduates from this program will have a sound business educational base for life long learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and small to medium size businesses or industry.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
BIO 110	Principles of Biology	3	3	0	4
BIO 111	General Biology I	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 163	Basic Anatomy & Physiology	4	2	0	5
BIO 165	Anatomy & Physiology I	3	3	0	4
BIO 168	Anatomy & Physiology I	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
GEL 111	Introductory Geology	3	2	0	4
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3

MAT 171	Precalculus Algebra	3	0	0	3
PHS 111	Physical Science I	3	2	0	4
PHY 131	Physics Mechanics	3	2	0	4

**Social/Behavioral Science: (Select one)**

ANT 220	Cultural Anthropology	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African American History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

**II. Major Courses**

**A. CORE**

ACC 120	Principles of Accounting I	3	2	0	4
BUS 115	Business Law I	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3

**Economics:**

(Select one)

ECO 151	Survey of Economics	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3

**Computer Applications:**

(Select one)

CIS 110	Introduction to Computers	2	2	0	3
CIS 111	Basic PC Literacy	1	2	0	2

**B. CONCENTRATION:**

CIS 172	Introduction to the Internet	2	3	0	3
ECM 168	Electronic Business	3	0	0	3
ECM 210	Introduction to E-Commerce	2	2	0	3
ECM 220	E-Com. Planning & Implementation	3	0	0	3
ECM 230	Capstone Project	3	0	0	3

*continued...*

**C. OTHER MAJOR HOURS:**

ACC 129	Individual Income Taxes	2	2	0	3
ACC 140	Payroll Accounting	1	2	0	2
BUS 121	Business Math	2	2	0	3
BUS 225	Business Finance	2	2	0	3
BUS 260	Business Communication	3	0	0	3
BUS 270	Professional Development	3	0	0	3
OST 131	Keyboarding	1	2	0	2

**Major Electives: (Select 3 hours)**

ACC 130	Business Income Taxes	2	2	0	3
ACC 150	Computerized Gen. Ledger	1	2	0	2
CIS 126	Graphics Software Intro	2	2	0	3
CIS 162	MM Presentation Software	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
OST 136	Word Processing	1	2	0	2

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 70-71**

# BUSINESS ADMINISTRATION / OPERATIONS MANAGEMENT

## *Associate in Applied Science Degree*

Operations Management is a concentration under the curriculum title of Business Administration. This curriculum is designed to educate individuals in the technical and managerial aspects of operations for manufacturing and service industries.

Emphasized are analytical reasoning, problem solving, and continuous improvement concepts required in today's dynamic business and industry environments. Concepts include quality, productivity, organizational effectiveness, financial analysis, and the management of human, physical, and information resources.

Graduates should qualify for leadership positions or enhance their professional skills in supervision, team leadership, operations planning, quality assurance, manufacturing and service management, logistics/distribution, health and safety, human resources management, and inventory/materials management.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
BIO 110	Principles of Biology	3	3	0	4
BIO 111	General Biology I	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 165	Anatomy & Physiology I	3	3	0	4
BIO 168	Anatomy & Physiology I	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
GEL 111	Introductory Geology	3	2	0	4
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3

*continued. . .*

MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
PHS 111	Physical Science I	3	2	0	4
PHY 131	Physics Mechanics	3	2	0	4

**Social/Behavioral Science: (Select one)**

ANT 220	Cultural Anthropology	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

## II. MAJOR COURSES

### A. CORE

ACC 120	Principles of Accounting I	3	2	0	4
BUS 110	Intro to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
BUS 121	Business Math	2	2	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 217	Employment Law & Regulations	3	0	0	3
BUS 225	Business Finance I	2	2	0	3
BUS 260	Business Communications	3	0	0	3
CIS 120	Spreadsheet	2	2	0	3
ISC 223	Quantitative Methods	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
OST 131	Keyboarding	1	2	0	2

**Economics: (Select one)**

ECO 151	Survey of Economics	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3

**Computer:**

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

**Major Electives: (Select 3 hours)**

ACC 130	Business Income Taxes	2	2	0	3
ACC 150	Computerized General Ledger	1	2	0	2
ACC 129	Individual Income Taxes	2	2	0	3
ACC 140	Payroll Accounting	1	2	0	2
BUS 270	Professional Development	3	0	0	3
CIS 126	Graphics Software Intro	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
OST 136	Word Processing	1	2	0	2

**B. CONCENTRATION:**

ISC 121	Environmental Health & Safety	3	0	0	3
ISC 130	Introduction to Quality Control	3	0	0	3
ISC 210	Production & Operations Planning	3	0	0	3
OMT 112	Materials Management	3	0	0	3
OMT 260	Issues in Operations Management	3	0	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 74-75**

# CARPENTRY

## Diploma

This curriculum is designed to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge of residential construction will also be taught.

Course work includes: footings and foundations, framing, interior and exterior trim, cabinetry, blueprint reading, residential planning and estimating and other related topics. Students will develop skills through hands-on participation.

Graduates should qualify for employment in the residential building construction field as rough carpenters, framing carpenters, roofers, maintenance carpenters and other related job titles.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 101	Applied Communications I	3	0	0	3
MAT 101	Applied Mathematics I	2	2	0	3
<b>II. MAJOR COURSES</b>					
BPR 130	Blueprint Reading/Construction	1	2	0	2
CAR 110	Introduction to Carpentry	2	0	0	2
CAR 111	Carpentry I	3	15	0	8
CAR 112	Carpentry II	3	15	0	8
CAR 113	Carpentry III	3	9	0	6
CAR 114	Residential Bldg Codes	3	0	0	3
CAR 115	Residential Planning/Estimating	3	0	0	3
MAS 140	Introduction to Masonry	1	2	0	2
<b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>					<b>40</b>



# COSMETOLOGY

## *Diploma*

This 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.

### COURSE AND HOUR REQUIREMENTS

	Title	Class	Lab	Work Exp/ Clinical	Credits
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 101	Applied Communications I	3	0	0	3
PSY 101	Applied Psychology	3	0	0	3
<b>II. MAJOR COURSES</b>					
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	0	24	0	8
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	0	12	0	4
COS 117	Cosmetology Concepts IV	2	0	0	2
COS 118	Salon IV	0	21	0	7
<b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>					<b>47</b>

# COSMETOLOGY

## *Certificate*

COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	0	24	0	8
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	0	12	0	4
COS 240	Contemporary Designs	1	3	0	2
<b>TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE:</b>					<b>34</b>

# COSMETOLOGY INSTRUCTOR

## *Certificate*

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

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

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

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
None					
<b>II. MAJOR COURSES</b>					
COS 271	Instructor Concepts I	5	0	0	5
COS 272	Instructor Practicum I	0	21	0	7
COS 273	Instructor Concepts II	5	0	0	5
COS 274	Instructor Practicum II	0	21	0	7

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 24**

# CRIMINAL JUSTICE TECHNOLOGY

## *Associate in Applied Science Degree*

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

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

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

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Natural Sciences/Mathematics: (Select one)</b>					
BIO 140	Environmental Biology	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Social/Behavioral Science: (Select one)</b>					
POL 120	American Government	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

*continued. . .*

## II. MAJOR COURSES

CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 113	Juvenile Justice	3	0	0	3
CJC 121	Law Enforcement Operations	3	0	0	3
CJC 122	Community Policing	3	0	0	3
CJC 131	Criminal Law	3	0	0	3
CJC 132	Court Procedure & Evidence	3	0	0	3
CJC 141	Corrections	3	0	0	3
CJC 151	Introduction to Loss Prevention	3	0	0	3
CJC 211	Counseling	3	0	0	3
CJC 212	Ethics & Community Relations	3	0	0	3
CJC 213	Substance Abuse	3	0	0	3
CJC 214	Victimology	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
CJC 222	Criminalistics	3	0	0	3
CJC 223	Organized Crime	3	0	0	3
CJC 231	Constitutional Law	3	0	0	3
CJC 233	Correctional Law	3	0	0	3
CJC 241	Community-Based Corrections	3	0	0	3

### Select 3 hours from the following:

CJC 215	Organization & Administration	3	0	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 76**

# EARLY CHILDHOOD ASSOCIATE

## *Associate in Applied Science Degree*

This 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 childhood 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.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Mathematics:</b>					
MAT 115	Mathematics Models	2	2	0	3
<b>Social/Behavioral Science:</b>					
PSY 150	General Psychology	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
HUM 121	Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>II. MAJOR COURSES</b>					
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
EDU 111	Early Childhood Credentials I	2	0	0	2
EDU 112	Early Childhood Credentials II	2	0	0	2
	<b>or</b>				
EDU 119	Early Childhood Education	4	0	0	4
EDU 131	Child, Family, & Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3

*continued...*

EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	1
EDU 153	Health, Safety & Nutrition	3	0	0	3
EDU 157	Active Play	2	2	0	3
EDU 221	Children with Special Needs	3	0	0	3
EDU 234	Infants, Toddlers & Two's	3	0	0	3
EDU 252	Math & Science Activities	3	0	0	3
EDU 252A	Math & Science Activities Lab	0	2	0	1
EDU 253	Music for Children	1	2	0	2
EDU 259	Curriculum Planning	3	0	0	3
EDU 261	Early Childhood Administration I	2	0	0	2
EDU 262	Early Childhood Administration II	3	0	0	3
EDU 282	Early Childhood Literature	3	0	0	3

**SELECT 9 HOURS FROM ONE OF THE LISTED OPTIONS:**

**Professional Business and Management Option:**

ACC 129	Individual Income Taxes	2	2	0	3
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
BUS 121	Business Math	2	2	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 217	Employment Law & Regulations	3	0	0	3
BUS 260	Business Communications	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet	2	2	0	3

**Professional Fundamentals Option:**

PSY 243	Child Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 76**

# EARLY CHILDHOOD ASSOCIATE

## *Diploma*

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 101	Applied Communications I	3	0	0	3
<i>(Note: If entering the A.A.S. curriculum, students are required to pass ENG 111 and ENG 114. The course ENG 101 will not be accepted as a substitute in the A.A.S. curriculum.)</i>					
<b>Social/Behavioral Science:</b>					
SOC 110	Introduction to Sociology	3	0	0	3
<b>II. MAJOR COURSES</b>					
EDU 111	Early Childhood Credential I	2	0	0	2
EDU 112	Early Childhood Credential II	2	0	0	2
	<b>or</b>				
EDU 119	Early Childhood Education	4	0	0	4
EDU 131	Children, Family and Community	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	1
EDU 153	Health, Safety and Nutrition	3	0	0	3
EDU 157	Active Play	2	2	0	3
EDU 221	Children with Special Needs	3	0	0	3
EDU 234	Infants, Toddlers and Twos	3	0	0	3
EDU 253	Music	1	2	0	2
COE III	Cooperative Work Experience I	0	0	10	1

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 41-43**

# EARLY CHILDHOOD ASSOCIATE / TEACHER ASSOCIATE

## *Associate in Applied Science Degree*

Teacher Associate is a concentration under the Curriculum Title of Early Childhood Associate. This curriculum prepares individuals to work with children in learning environments from infancy through middle childhood. The Teacher Associate concentration prepares students with strong backgrounds in early childhood development focusing on the primary grades in public and private classrooms.

Students will work under the supervision of the classroom teacher to perform general instructional, clerical, or tutorial duties. Course work includes childhood growth and development; foundations of education; and materials and methods for implementing strategies to support public school curriculum.

Graduates should qualify for employment opportunities as professional education assistants in public and private schools. Other employment opportunities include teaching or assistant teaching in Head Start programs and other pre-school facilities.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits
<b>I. GENERAL EDUCATION COURSES</b>				
<b>Communications:</b>				
ENG 111 Expository Writing	3	0	0	3
ENG 114 Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>				
ART 111 Art Appreciation	3	0	0	3
HUM 122 Southern Culture	3	0	0	3
PHI 210 History of Philosophy	3	0	0	3
SPA 111 Elementary Spanish I	3	0	0	3
<b>Social/Behavioral Science: (Select one)</b>				
ANT 220 Cultural Anthropology	3	0	0	3
HIS 121 Western Civilization I	3	0	0	3
HIS 122 Western Civilization II	3	0	0	3
HIS 131 American History I	3	0	0	3
HIS 132 American History II	3	0	0	3
HIS 221 African-American History	3	0	0	3
POL 120 American Government	3	0	0	3
PSY 118 Interpersonal Psychology	3	0	0	3
PSY 150 General Psychology	3	0	0	3
SOC 210 Introduction to Sociology	3	0	0	3
SOC 220 Social Problems	3	0	0	3



**Natural Sciences/Mathematics: (Select one)**

MAT 115	Mathematical Models	3	0	0	3
MAT 121	Algebra/Trigonometry I	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3

**II. MAJOR COURSES****A. CORE**

COE 111	Cooperative Work Experience I	0	0	10	1
EDU 111	Early Childhood Credentials I	2	0	0	2
EDU 112	Early Childhood Credentials II	2	0	0	2
<b>or</b>					
EDU 119	Early Childhood Education	4	0	0	4
EDU 131	Child, Family, & Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 151A	Creative Activities Lab	0	2	0	1
EDU 153	Health, Safety & Nutrition	3	0	0	3
EDU 157	Active Play	2	2	0	3
EDU 221	Children with Special Needs	3	0	0	3
EDU 253	Music for Children	1	2	0	2
EDU 256	Science & Social Studies Methods	3	2	0	4
EDU 257	Math Methods & Materials	2	2	0	3
EDU 271	Media Technology for Teachers	2	2	0	3
EDU 282	Early Childhood Literature	3	0	0	3

**B. CONCENTRATION**

COE 121	Cooperative Work Experience II	0	0	10	1
EDU 118	Teacher Associate Principles & Practices	3	0	0	3
EDU 186	Reading & Writing Methods	3	0	0	3
EDU 235	School Age Development & Program	2	0	0	2
EDU 275	Effective Teaching Training	2	0	0	2
EDU 285	Internship Experience-School Age	1	0	0	1

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 72**

# EARLY CHILDHOOD ASSOCIATE / TEACHER ASSOCIATE

## *Diploma*

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
<b>Select one from the following list:</b>					
ANT 220	Cultural Anthropology	3	0	0	3
ART 111	Art Appreciation	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African-American History	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
MAT 115	Mathematical Models	3	0	0	3
MAT 121	Algebra/Trigonometry I	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3
<b>II. MAJOR COURSES</b>					
COE 111	Cooperative Work Experience I	0	0	10	1
COE 121	Cooperative Work Experience II	0	0	10	1
EDU 111	Early Childhood Credentials I	2	0	0	2
EDU 112	Early Childhood Credentials II	2	0	0	2
<b>or</b>					
EDU 119	Early Childhood Education	4	0	0	4
EDU 118	Teacher Associate Principles & Practices	3	0	0	3
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	3
EDU 157	Active Play	2	2	0	3
EDU 186	Reading & Writing Methods	3	0	0	3
EDU 221	Children with Special Needs	3	0	0	3
EDU 235	School-Age Development & Program	2	0	0	2
EDU 271	Media Technology for Teachers	2	2	0	3
EDU 275	Effective Teaching Training	2	0	0	2
EDU 285	Internship Experience-School Age	1	0	0	1
<b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>					<b>47</b>

# ELECTRICAL/ELECTRONICS TECHNOLOGY

## *Diploma*

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities.

Training, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical/electronic field as an on-the-job trainer or apprentice, assisting in the layout, installation and maintenance of electrical/electronic systems.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 101	Applied Communications I	3	0	0	3
MAT 101	Applied Mathematics I	2	2	0	3
<b>II. MAJOR COURSES</b>					
ELC 112	DC/AC Electricity	3	6	0	5
ELC 113	Basic Wiring I	2	6	0	4
ELC 115	Industrial Wiring	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
ELC 118	National Electrical Code	1	2	0	2
ELC 119	NEC Calculations	1	2	0	2
ELC 125	Diagrams and Schematics	1	2	0	2
ELC 215	Electrical Maintenance	2	3	0	3
ELN 229	Industrial Electronics	2	4	0	4
PHY 101	Fundamentals of Physics I	3	2	0	4
<b>Select 3 hours from the following:</b>					
ELC 114	Basic Wiring II	2	6	0	4
ELC 128	Introduction to PLC	2	3	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 43-44**

# ELECTRONICS ENGINEERING TECHNOLOGY

## *Associate in Applied Science Degree*

This curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, telecommunication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts and microprocessors ensures the student will master the competencies necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to think, analyze, and troubleshoot.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles including electronics engineering associate, electronic engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities: (Select One)</b>					
HUM 122	Southern Culture	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Social/Behavioral Science:</b>					
PSY 150	General Psychology	3	0	0	3
<b>Mathematics:</b>					
MAT 121	Algebra/Trigonometry I	2	2	0	3

## II. MAJOR COURSES

CIS 111	Basic PC Literacy	1	2	0	2
CIS 215	Hardware Install/Maintenance	2	3	0	3
EGR 131	Introduction to Electronic Technology	1	2	0	2
ELC 127	Software for Technicians	1	2	0	2
ELC 128	Introduction to PLC	2	3	0	3
ELC 131	DC/AC Circuit Analysis	4	3	0	5
ELC 228	PLC Applications	2	6	0	4
ELN 131	Electronic Devices	3	3	0	4
ELN 132	Linear IC Applications	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
ELN 150	CAD for Electronics	1	3	0	2
ELN 232	Introduction to Microprocessors	3	3	0	4
ELN 234	Communication Systems	3	3	0	4
MAT 122	Algebra/Trigonometry II	2	2	0	3
PHY 131	Physics - Mechanics	3	2	0	4

### Select 2 hours from the following:

CIS 130	Survey of Operating Systems	2	3	0	3
CIS 216	Software Installation/Maintenance	1	2	0	2
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 67**

## ELECTRONICS ENGINEERING TECHNOLOGY

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

	Title	Class	Lab	Work Exp/		Credits
				Clinical		
ELC 128	Introduction to PLC	2	3	0		3
ELC 131	DC/AC Circuit Analysis	4	3	0		5
ELN 131	Electronic Devices	3	3	0		4
ELN 132	Linear IC Applications	3	3	0		4

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 16**

## *Associate in Applied Science Degree*

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 with their field of employment, and become qualified for a wide range of entry level employment opportunities.

Students interested in this program must see the Dean of Student Development and Advancement Services for enrollment requirements.

### COURSE AND HOUR REQUIREMENTS

	Credit Hours
<b>I. GENERAL EDUCATION COURSES</b>	
<b>Communications:</b>	6
ENG 111 Expository Writing	
ENG 114 Professional Research & Reporting	
<b>Humanities/Fine Arts:</b>	3
Select from courses in art, foreign language, humanities, literature, music, philosophy, and religion	
<b>Natural Sciences/Mathematics:</b>	3
Select from courses in biology, chemistry, geology, physics, and mathematics	
<b>Social/Behavioral Science:</b>	3
Select from courses in economics, history, political science, psychology, and sociology	
<b>II. MINIMUM MAJOR HOURS</b>	
<b>Computer/Information Systems:</b>	2
CIS 111 Basic PC Literacy	
<b>Major Electives:</b>	47
Select from associate degree level courses in English/communications, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics, or any specialty courses as selected by the student and approved by the student's advisor	
<b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>	<b>64</b>

# HUMAN SERVICES TECHNOLOGY

## *Associate in Applied Science Degree*

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.

### COURSE AND HOUR REQUIREMENTS

Title	Work Exp/			Credits	
	Class	Lab	Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Sciences/Mathematics:</b> (Select One)					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
MAT 115	Mathematical Models	2	2	0	3
<b>Social/Behavioral Science:</b>					
SOC 210	Introduction to Sociology	3	0	0	3

## II. MAJOR COURSES

COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
COE 121	Co-op Work Experience II	0	0	10	1
COE 125	Work Experience Seminar II	1	0	0	1
HSE 110	Intro to Human Services	2	2	0	3
HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
HSE 210	Human Services Issues	2	0	0	2
HSE 225	Crisis Intervention	3	0	0	3
HSE 245	Stress Management	2	2	0	3
HSE 250	Financial Services	2	0	0	2
HSE 251	Activities Therapy	2	2	0	3
PSY 150	General Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SWK 113	Working with Diversity	3	0	0	3

### Computer/Information Systems:

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

### Major Electives: (Select 9 hours)

HSE 127	Conflict Resolution	2	2	0	3
HSE 240	Issues in Client Services	3	0	0	3
HSE 255	Health Prob & Prevent	2	2	0	3
SAB 110	Substance Abuse Overview	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 68-70**



# HUMAN SERVICES TECHNOLOGY/ MENTAL HEALTH

## *Associate in Applied Science Degree*

The Human Services Technology/Mental Health concentration prepares students for job opportunities in the mental health field. The curriculum enables students to understand culturally and emotionally handicapped, developmentally disabled, or addicted clients through a variety of models and diagnoses.

Course work includes a history of the mental health movement, current developments and future trends, and theoretical models affecting individual development and behavior in a diverse client population. Fieldwork experiences provide opportunities for application of knowledge in agency and institutional settings.

Graduates should qualify for employment in mental health centers serving a diverse multicultural client population in public and private settings. Graduates will work with individuals, families, groups, organizations, and communities in providing a therapeutic arena of care.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Sciences/Mathematics: (Select One)</b>					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
MAT 115	Mathematical Models	2	2	0	3
<b>Social/Behavioral Science:</b>					
SOC 210	Introduction to Sociology	3	0	0	3

## II. MAJOR COURSES

### A. CORE

COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
COE 121	Co-op Work Experience II	0	0	10	1
HSE 110	Intro to Human Services	2	2	0	3
HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
HSE 210	Human Services Issues	2	0	0	2
HSE 215	Health Care	3	2	3	5
HSE 225	Crisis Intervention	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Development Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SWK 113	Working with Diversity	3	0	0	3

#### Computer/Information Systems:

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

### B. CONCENTRATION

HSE 226	Mental Retardation	3	0	0	3
MHA 150	Mental Health Systems	3	0	0	3
MHA 155	Psychological Assessment	3	0	0	3
MHA 240	Advocacy	2	0	0	2
PSY 265	Behavior Modification	3	0	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 72**

# HUMAN SERVICES TECHNOLOGY/ SUBSTANCE ABUSE

## *Associate in Applied Science Degree*

The Human Services Technology/Substance Abuse concentration prepares students to assist in drug and alcohol counseling, prevention-oriented educational activities, rehabilitation with recovering clients, managing community-based programs, counseling in residential facilities, and pursuit of four-year degrees.

Course work includes classroom and experiential activities oriented toward an overview of chemical dependency, psychological/sociological process, the twelve Core Functions, intervention techniques with individuals in groups, and follow-up activities with recovering clients.

Graduates should qualify for positions as substance abuse counselors, DUI counselors, halfway house workers, residential facility employees, and substance education specialists. With educational and clinical experiences, graduates can obtain certification by the North Carolina Substance Abuse Board.

### COURSE AND HOUR REQUIREMENTS

Title	Work Exp/			Credits	
	Class	Lab	Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Sciences/Mathematics:</b>					
(Select One)					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
BIO 140	Environmental Biology	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
<b>Social/Behavioral Science:</b>					
SOC 210	Introduction to Sociology	3	0	0	3

## II. MAJOR COURSES

### A. CORE

COE 121	Co-op Work Experience II	0	0	10	1
HSE 110	Introduction to Human Services	2	2	0	3
HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
HSE 210	Human Services Issues	2	0	0	2
HSE 225	Crisis Intervention	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3
SOC 213	Sociology of the Family	3	0	0	3

#### Computer/Information Systems:

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

### B. CONCENTRATION

COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
SAB 110	Substance Abuse Overview	3	0	0	3
SAB 120	Intake & Assessment	3	0	0	3
SAB 125	Substance Abuse Case Management	2	2	0	3
SAB 135	Addictive Process	3	0	0	3
SAB 240	SAB Issues in Client Services	3	0	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 72**

# INDUSTRIAL SYSTEMS TECHNOLOGY

## *Diploma*

This curriculum is designed to prepare or up-grade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspection, testing, troubleshooting, and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial systems technology.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 101	Applied Communications I	3	0	0	3
MAT 101	Applied Mathematics I	2	2	0	3
PHY 101	Fundamentals of Physics I	3	2	0	4
<b>II. MAJOR COURSES</b>					
BPR 111	Blueprint Reading	1	2	0	2
ELC 112	DC/AC Electricity	3	6	0	5
ELC 117	Motors and Controls	2	6	0	4
ELC 128	Introduction to PLC	2	3	0	3
HYD110	Hydraulics/Pneumatics I	2	3	0	3
ISC 110	Workplace Safety	1	0	0	1
MEC111	Machine Processes I	2	3	0	3
MEC 112	Machine Processes II	2	3	0	3
MEC 160	Mechanical Industrial Systems	1	3	0	2
MEC 165	Fabrication Techniques	1	3	0	2
MNT 110	Introduction to Maintenance Procedures	1	3	0	2
MNT 111	Maintenance Practices	1	3	0	2
MNT 240	Industrial Equipment Troubleshooting	1	3	0	2
WLD 112	Basic Welding Processes	1	3	0	2
<b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>					<b>46</b>

# INFORMATION SYSTEMS

## *Associate in Applied Science Degree*

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program, designed to meet community information systems needs.

Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems.

Graduates should qualify for a wide variety of computer-related, entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	3	
ENG 114	Professional Research & Reporting	3	0	3	
<b>Natural Science/Mathematics: (Select one)</b>					
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Social/Behavioral Science: (Select one)</b>					
ANT 220	Cultural Anthropology	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3

HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African-American History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

## II. MAJOR COURSES

ACC 115	College Accounting	3	2	0	4
	<b>or</b>				
ACC 120	Principles of Accounting I	3	2	0	4
BUS 121	Business Math	2	2	0	3
BUS 270	Professional Development	3	0	0	3
CIS 111	Basic PC Literacy	1	2	0	2
CIS 115	Introduction to Prog. & Logic	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 152	Database Concepts & Applications	2	2	0	3
CIS 162	MM Presentation Software	2	2	0	3
CIS 172	Introduction to the Internet	2	2	0	3
CIS 215	Hardware Installation & Maintenance	2	3	0	3
CIS 225	Integrated Software	1	2	0	2
NET 110	Data Communications/Networking	2	2	0	3
NET 120	Network Installation/Admin. I	2	2	0	3
OST 131	Keyboarding	1	2	0	2
OST 136	Word Processing	1	2	0	2

### Major Electives: (Select 3 hours)

CIS 147	Operating System - Windows	2	2	0	3
CIS 153	Database Applications	2	2	0	3
CIS 220	Spreadsheet II	1	2	0	2
CSC 134	C++ Programming	2	3	0	3
CSC 139	Visual BASIC Programming	2	3	0	3
CSC 160	Introduction to Internet Programming	2	2	0	3
OST 233	Office Publications Design	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 68/69**

# INFORMATION SYSTEMS/ NETWORK ADMINISTRATION AND SUPPORT

## *Associate in Applied Science Degree*

Network Administration and Support is a concentration under the curriculum title of Information Systems. This curriculum prepares students to install and support networks and develops strong analytical skills and extensive computer knowledge.

Course work includes extensive hands-on experience with networks. Classes cover media types, topologies, and protocols with installation and support of hardware and software, troubleshooting network and computer problems, and administrative responsibilities.

Graduates should qualify for positions such as: LAN/PC administrator, microcomputer support specialist, network control operator, communications technician/analyst, network/computer consultant, and information systems specialist. Graduates should be prepared to sit for certification exams which can result in industry-recognized credentials.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits
<b>I. GENERAL EDUCATION COURSES</b>				
<b>Communications:</b>				
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
<b>Natural Science/Mathematics: (Select one)</b>				
MAT 115	Mathematical Models	2	2	0
MAT 121	Algebra/Trigonometry I	2	2	0
MAT 151	Statistics I	3	0	0
MAT 161	College Algebra	3	0	0
MAT 171	Precalculus Algebra	3	0	0
<b>Humanities/Fine Arts: (Select one)</b>				
ART 111	Art Appreciation	3	0	0
DRA 111	Theatre Appreciation	3	0	0
HUM 121	The Nature of America	3	0	0
HUM 122	Southern Culture	3	0	0
PHI 210	History of Philosophy	3	0	0
SPA 111	Elementary Spanish I	3	0	0
<b>Social/Behavioral Science: (Select one)</b>				
ANT 220	Cultural Anthropology	3	0	0
ECO 251	Prin. of Microeconomics	3	0	0
ECO 252	Prin. of Macroeconomics	3	0	0
HIS 121	Western Civilization I	3	0	0
HIS 122	Western Civilization II	3	0	0
HIS 131	American History I	3	0	0
HIS 132	American History II	3	0	0



HIS 221	African-American History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Intro to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

## II. MAJOR COURSES

### A. CORE

CIS 115	Intro to Prog & Logic	2	2	0	3
CIS 130	Survey of Operating Sys	2	3	0	3
CIS 152	Database Concepts & Apps	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 215	Hardware Installation & Maintenance	2	3	0	3
NET 120	Network Installation/Admin. I	2	2	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3
OST 131	Keyboarding	1	2	0	2

#### Business:

ACC 115	College Accounting	3	2	0	4
	<b>or</b>				
ACC 120	Principles of Accounting I	3	2	0	4

#### Computer:

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

#### Networking:

NET 110	Data Comm/Networking	2	2	0	3
---------	----------------------	---	---	---	---

#### Major Electives: (Select 5/6 hours)

CIS 147	Operating System - Windows	2	2	0	3
CIS 153	Database Applications	2	2	0	3
CIS 162	MM Presentation Software	2	2	0	3
CSC 134	C++ Programming	2	3	0	3
CSC 139	Visual BASIC Programming	2	3	0	3
CSC 160	Introduction to Internet Programming	2	2	0	3
NET 225	Advanced Router & Switching I	1	4	0	3
NET 226	Advanced Router & Switching II	1	4	0	3
OST 136	Word Processing	1	2	0	2
COE 111	Co-op Work Experience I	0	0	10	1
COE 112	Co-op Work Experience I	0	0	20	2
COE 113	Co-op Work Experience I	0	0	30	3

### B. CONCENTRATION:

CIS 174	Network System Manager I	2	2	0	3
CIS 175	Network Management I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
CIS 275	Network System Management II	2	2	0	3
CIS 287	Network Support	2	2	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 70/71**

# INTERNET TECHNOLOGIES

## *Associate in Applied Science Degree*

The Internet Technologies curriculum is designed to prepare graduates for employment with organizations that use computers to disseminate information via the Internet internally, externally, and/or globally. The curriculum will prepare students to create and implement these services.

Course work includes computer and Internet terminology and operations, logic, operating systems, database and data communications/networking, and related topics. Studies will provide opportunities for students to implement, support, and customize industry-standard Internet technologies.

Graduates should qualify for career opportunities as webmasters, Internet and intranet administrators, Internet applications specialists, Internet programmers and Internet technicians. Government institutions, industries, and other organizations employ individuals who possess the skills taught in this curriculum.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry	2	2	0	3
MAT 151	Statistics	3	0	0	3
MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3

**Social/Behavioral Science: (Select one)**

ANT 220	Cultural Anthropology	3	0	0	3
ECO 251	Prin. Of Microeconomics	3	0	0	3
ECO 252	Prin. Of Macroeconomics	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African-American History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

**II. MAJOR COURSES**

CIS 111	Basic PC Literacy	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
CSC 160	Int. to Internet Programming	2	2	0	3
ITN 110	Intro to Web Graphics	2	2	0	3
ITN 120	Intro to Internet Multimedia	2	2	0	3
ITN 130	Web Site Management	2	2	0	3
ITN 140	Web Development Tools	2	2	0	3
ITN 150	Internet Protocols	2	2	0	3
ITN 160	Principles of Web Design	2	2	0	3
ITN 170	Intro to Internet Databases	2	2	0	3
ITN 210	Advanced Web Graphics	2	2	0	3
ITN 220	Advanced Internet Multimedia	2	2	0	3
ITN 230	Intranets	2	2	0	3
ITN 240	Internet Security	2	2	0	3
ITN 260	Intro to E-Commerce	2	2	0	3
ITN 270	Advanced Internet Databases	2	2	0	3
NET 110	Data Comm. Networking	2	2	0	3
OST 131	Keyboarding	1	2	0	2

**Major Electives: (Select one)**

CIS 115	Intro. To Programming & Logic	2	2	0	3
CIS 162	MM Presentation Software	2	2	0	3
CIS 174	Network System Manager I	2	2	0	3
NET 120	Network Install/Adm I	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 70**

# MANICURING/NAIL TECHNOLOGY

## *Certificate*

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business/ computer principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
None					
<b>II. MAJOR COURSES</b>					
COS 121	Manicure/Nail Technology	4	6	0	6
COS 222	Manicure/Nail Technology II	4	6	0	6
<b>TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE:</b>					<b>12</b>

# MEDICAL ASSISTING

## *Associate in Applied Science Degree*

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 Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/ Clinical	Credits
<b>I. GENERAL EDUCATION COURSES</b>				
<b>Communications:</b>				
ENG 111 Expository Writing	3	0	0	3
ENG 114 Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts (Select one):</b>				
HUM 121 Nature of America	3	0	0	3
HUM 122 Southern Culture	3	0	0	3
SPA 111 Elementary Spanish I	3	0	0	3
<b>Social/Behavioral Science:</b>				
PSY 150 General Psychology	3	0	0	3
<b>Natural Sciences:</b>				
MAT 115 Mathematical Models	2	2	0	3

*continued...*

## I. MAJOR COURSES

BIO 163	Basic Anatomy & Physiology	4	2	0	5
CIS 111	Basic PC Literacy	1	2	0	2
CIS 120	Spreadsheet	2	2	0	3
MED 110	Orientation to Medical Assisting	1	0	0	1
MED 118	Medical Law & Ethics	2	0	0	2
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
MED 130	Administrative Office Procedures I	1	2	0	2
MED 131	Administrative Office Procedures II	1	2	0	2
MED 134	Medical Transcription	2	2	0	3
MED 140	Exam Room Procedures I	3	4	0	5
MED 150	Lab Procedures I	3	4	0	5
MED 232	Medical Insurance Coding	1	3	0	2
MED 240	Exam Room Procedures II	3	4	0	5
MED 260	MED Clinical Externship	0	0	15	5
MED 272	Drug Therapy	3	0	0	3
OST 131	Keyboarding	1	2	0	2
OST 136	Word Processing	1	2	0	2

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 70**

# MEDICAL OFFICE ADMINISTRATION

## *Associate in Applied Science Degree*

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

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

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

### COURSE AND HOUR REQUIREMENTS

Title	Work Exp/			Credits	
	Class	Lab	Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
BIO 110	Principles of Biology	3	3	0	4
BIO 111	General Biology I	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 163	Basic Anat & Physiology	4	2	0	5
BIO 165	Anatomy & Physiology I	3	3	0	4
BIO 168	Anatomy & Physiology I	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
GEL 111	Introductory Geology	3	2	0	4
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
PHS 111	Physical Science I	3	2	0	4
PHY 131	Physics Mechanics	3	2	0	4
<b>Social/Behavioral Science: (Select one)</b>					
ANT 220	Cultural Anthropology	3	0	0	3
ECO 151	Survey of Economics	3	0	0	3

*continued...*

ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African-American History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

## II. MAJOR COURSES

### A. CORE

ACC 115	College Accounting	3	2	0	4
	<b>or</b>				
ACC 120	Principles of Accounting I	3	2	0	4
BUS 110	Introduction to Business	3	0	0	3
BUS 121	Business Math	2	2	0	3
CIS 120	Spreadsheet	2	2	0	3
OST 131	Keyboarding	1	2	0	2
OST 134	Text Entry & Formatting	2	2	0	3
OST 136	Word Processing	1	2	0	2
OST 164	Text Editing Applications	3	0	0	3
OST 184	Records Management	1	2	0	2
OST 233	Office Publications Design	2	2	0	3
OST 242	Medical Office Transcription II	1	2	0	2
OST 286	Professional Development	3	0	0	3
OST 289	Office Systems Management	2	2	0	3

#### Computer/Information Systems:

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

#### Major Electives: (Select 3 hours)

BUS 260	Business Communications	3	0	0	3
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 152	Database Concepts & Applications	2	2	0	3
CIS 153	Database Applications	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
OST 137	Office Software Applications	1	2	0	2
OST 236	Advanced Word/Information Processing	2	2	0	3
OST 284	Emerging Technologies	1	2	0	2

### B. CONCENTRATION

OST 141	Medical Terms I - Medical Office	3	0	0	3
OST 142	Medical Terms II - Medical Office	3	0	0	3
OST 148	Medical Coding, Billing, & Insurance	3	0	0	3
OST 149	Medical Legal Issues	3	0	0	3
OST 241	Medical Office Transcription I	1	2	0	2
OST 243	Medical Office Simulation	2	2	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 73-75**



# OFFICE SYSTEMS TECHNOLOGY

## *Associate in Applied Science Degree*

The Office Systems Technology 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. Graduates receive preparation to take the Certified Professional Secretary (CPS) exam.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
BIO 110	Principles of Biology	3	3	0	4
BIO 111	General Biology I	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 163	Basic Anat & Physiology	4	2	0	5
BIO 165	Anatomy & Physiology I	3	3	0	4
BIO 168	Anatomy & Physiology I	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
PHS 111	Physical Science I	3	2	0	4
PHY 131	Physics Mechanics	3	2	0	4

*continued...*

**Social/Behavioral Science: (Select one)**

ANT 220	Cultural Anthropology	3	0	0	3
ECO 151	Survey of Economics	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African-American History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

**II. MAJOR COURSES**

ACC 115	College Accounting	3	2	0	4
	<b>or</b>				
ACC 120	Principles of Accounting I	3	2	0	4
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
BUS 121	Business Math	2	2	0	3
CIS 120	Spreadsheet	2	2	0	3
CIS 152	Database Concepts & Applications	2	2	0	3
OST 131	Keyboarding	1	2	0	2
OST 134	Text Entry & Formatting	2	2	0	3
OST 135	Advanced Text Entry & Formatting	3	2	0	4
OST 136	Word Processing	1	2	0	2
OST 164	Text Editing Applications	3	0	0	3
OST 184	Records Management	1	2	0	2
OST 223	Machine Transcription I	1	2	0	2
OST 224	Machine Transcription II	1	2	0	2
OST 233	Office Publications Design	2	2	0	3
OST 286	Professional Development	3	0	0	3
OST 289	Office Systems Management	2	2	0	3

**Computer/Information Systems:**

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

**Major Electives: (Select 3 hours)**

BUS 260	Business Communications	3	0	0	3
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 153	Database Applications	2	2	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
OST 137	Office Software Applications	1	2	0	2
OST 236	Advanced Word/Information Processing	2	2	0	3
OST 284	Emerging Technologies	1	2	0	2

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 68-70**

# OFFICE SYSTEMS TECHNOLOGY

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

	Title	Class	Lab	Work Exp/ Clinical	Credits
BUS 121	Business Math	2	2	0	3
CIS 111	Basic PC Literacy	1	2	0	2
CIS 120	Spreadsheet	2	2	0	3
OST 131	Keyboarding	1	2	0	2
OST 136	Word Processing	1	2	0	2
OST 286	Professional Development	3	0	0	3
<b>Select 3 hours from the following:</b>					
BUS 110	Introduction to Business	3	0	0	3
BUS 260	Business Communications	3	0	0	3
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 152	Database Concepts & Apps.	2	2	0	3
OST 134	Text Entry & Formatting	2	2	0	3
OST 137	Office Software Applications	1	2	0	2
OST 164	Text Editing Applications	3	0	0	3
OST 223	Machine Transcription I	1	2	0	2
OST 236	Advanced Word/Information Processing	2	2	0	3
OST 284	Emerging Technologies	1	2	0	2
OST 289	Office Systems Management	2	2	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 18**

## *Associate in Applied Science Degree*

Legal is a concentration under the Curriculum Title of Office Systems Technology. 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).

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		Credits
			Clinical		
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
ART 111	Art Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics: (Select one)</b>					
BIO 110	Principles of Biology	3	3	0	4
BIO 111	General Biology I	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 165	Anatomy & Physiology I	3	3	0	4
BIO 168	Anatomy & Physiology I	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
GEL 111	Introductory Geology	3	2	0	4
MAT 115	Mathematical Models	2	2	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 161	College Algebra	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
PHS 111	Physical Science I	3	2	0	4
PHY 131	Physics Mechanics	3	2	0	4

*continued...*

**Social/Behavioral Science: (Select one)**

ANT 220	Cultural Anthropology	3	0	0	3
ECO 151	Survey of Economics	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 221	African-American History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 118	Interpersonal Psychology	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

**II. MAJOR COURSES****A. CORE**

ACC 115	College Accounting	3	2	0	4
	<b>or</b>				
ACC 120	Principles of Accounting I	3	2	0	4
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
BUS 121	Business Math	2	2	0	3
CIS 120	Spreadsheet	2	2	0	3
OST 131	Keyboarding	1	2	0	2
OST 134	Text Entry & Formatting	2	2	0	3
OST 135	Advanced Text Entry & Formatting	3	2	0	4
OST 136	Word Processing	1	2	0	2
OST 164	Text Editing Applications	3	0	0	3
OST 184	Records Management	1	2	0	2
OST 233	Office Publications Design	2	2	0	3
OST 286	Professional Development	3	0	0	3
OST 289	Office Systems Management	2	2	0	3

**Computer/Information Systems:**

CIS 111	Basic PC Literacy	1	2	0	2
---------	-------------------	---	---	---	---

**Major Electives: (Select 3 hours)**

BUS 260	Business Communications	3	0	0	3
CIS 126	Graphics Software Intro	2	2	0	3
CIS 152	Database Concepts & App.	2	2	0	3
CJC 131	Criminal Law	3	0	0	3
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
OST 137	Office Software Applications	1	2	0	2
OST 236	Advanced Word/Information Processing	2	2	0	3
OST 284	Emerging Technologies	1	2	0	2

**B. CONCENTRATION**

OST 155	Legal Terminology	3	0	0	3
OST 156	Legal Office Procedures	2	2	0	3
OST 159	Legal Office Ethics	2	0	0	2
OST 252	Legal Transcription I	2	2	0	3

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 72-73**

# PRACTICAL NURSING

## *Diploma*

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.

Courses will include content related to the nurse's role as provider of nursing care and a member of the discipline of nursing.

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.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
ENG 111	Expository Writing	3	0	0	3
PSY 110	Life Span Development	3	0	0	3
<b>II. MAJOR COURSES</b>					
BIO 106	Introduction to Anatomy/Physiology/Microbiology	2	2	0	3
NUR 101	Practical Nursing I	7	6	6	11
NUR 102	Practical Nursing II	8	0	12	12
NUR 103	Practical Nursing III	6	0	12	10
NUR 117	Pharmacology	1	3	0	2
BIO 155	Nutrition	3	0	0	3
<b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>					<b>47</b>

# RADIOGRAPHY

## *Associate in Applied Science Degree*

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

*Mission Statement: The Radiography Program at Vance-Granville Community College seeks to recruit and retain qualified students to acquire the knowledge and skills necessary to pass the American Registry of Registered Technologists' national examination and obtain gainful employment in the field of Radiography through didactic and clinical experiences.*

### COURSE AND HOUR REQUIREMENTS

	Title	Class	Lab	Work Exp/ Clinical	Credits
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
HUM 121	American Experience	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Natural Science/Mathematics:</b>					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
<b>Social/Behavioral Science:</b>					
PSY 150	General Psychology	3	0	0	3

*continued. . .*

## II. MAJOR COURSES

CIS 111	Basic PC Literacy	1	2	0	2
RAD 110	Radiography Introduction & Patient Care	2	3	0	3
RAD 111	Radiographic Procedures I	3	3	0	4
RAD 112	Radiographic Procedures II	3	3	0	4
RAD 121	Radiographic Imaging I	2	3	0	3
RAD 122	Radiographic Imaging II	1	3	0	2
RAD 131	Radiographic Physics I	1	3	0	2
RAD 151	RAD Clinical Education I	0	0	6	2
RAD 161	RAD Clinical Education II	0	0	15	5
RAD 171	RAD Clinical Education III	0	0	12	4
RAD 211	Radiographic Procedures III	2	3	0	3
RAD 231	Radiographic Physics II	1	3	0	2
RAD 241	Radiation Protection	2	0	0	2
RAD 245	Radiographic Analysis	2	3	0	3
RAD 251	RAD Clinical Education IV	0	0	21	7
RAD 261	RAD Clinical Education V	0	0	21	7

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 72**



# RECREATION AND LEISURE STUDIES

## *Associated in Applied Science Degree*

The Recreation and Leisure Studies curriculum prepares individuals to plan, direct, and implement recreation activities in diverse environments for all age groups. The program is designed to meet the needs of students interested in the private, public, commercial or therapeutic environment.

Course work includes introductory courses concerning history, terminology, programming and general information concerning the recreation profession. Students learn recreation programs and activities in the following areas: cultural arts, team sports, outdoor education, wellness, individual activities and adapted activities.

Upon completion graduates should qualify for a variety of assistant level positions at recreation centers, schools, hospitals, nursing facilities, parks, and commercial recreation establishments. They will be an asset in designing and implementing recreation programs and activities.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
<b>I. GENERAL EDUCATION COURSES</b>					
<b>Communications:</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
<b>Natural Sciences/Mathematics: (Select one)</b>					
BIO 140	Environmental Biology	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
<b>Humanities/Fine Arts: (Select one)</b>					
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
SPA 111	Elementary Spanish I	3	0	0	3
<b>Social/Behavioral Science: (Select one)</b>					
POL 120	American Government	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 220	Social Problems	3	0	0	3

## I. MAJOR COURSES

CIS 111	Basic PC Literacy	1	2	0	2
HEA 112	First Aid & CPR	1	2	0	2
PSY 150	General Psychology	3	0	0	3
REC 110	Introduction to Leisure Services	3	0	0	3
REC 120	Introduction to Special Populations	3	0	0	3
REC 122	Program Administration	3	0	0	3
REC 124	Social Recreational Activities	1	2	0	2
REC 126	Outdoor Recreation	1	2	0	2
REC 127	Team Sports & Games	1	2	0	2
REC 128	Individual Sports & Games	1	2	0	2
REC 214	Camp Administration	3	2	0	4
REC 216	Recreational Arts & Crafts	1	3	0	2
REC 217	Maintenance/Facility Management	2	2	0	3
REC 218	Cultural Programs	1	3	0	2
REC 222	Commercial Recreation & Tourism	3	0	0	3
REC 224	Leisure & the Aging	2	2	0	3
REC 226	Pathways to Wellness	3	0	0	3
TRE 120	Adapted Activities	1	2	0	2
TRE 140	Human Body in Health & Disease	3	0	0	3
<b>Select 3 hours from the following:</b>					
COE 111	Cooperative Work Experience I	0	0	10	1
COE 112	Cooperative Work Experience I	0	0	20	2
COE 113	Cooperative Work Experience I	0	0	30	3
REC 131	Principles of Motor Development	3	0	0	3
<b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>					<b>67</b>

# WELDING TECHNOLOGY

## *Diploma*

The Welding Technology curriculum provides students a sound understanding of the science, technology, and application essential for successful employment in the welding and metals industries.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry standard skills developed through classroom training and practical applications.

Successful graduates of the Welding Technology curriculum may be employed as entry level technicians in welding and metal working industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self employment.

### COURSE AND HOUR REQUIREMENTS

	Title	Class	Lab	Work Exp/		Credits
				Clinical		
<b>I. GENERAL EDUCATION COURSES</b>						
ENG 101	Applied Communications I	3	0	0		3
MAT 101	Applied Mathematics I	2	2	0		3
<b>II. MAJOR COURSES</b>						
BPR 111	Blueprint Reading	1	2	0		2
WLD 110	Cutting Processes	1	3	0		2
WLD 111	Oxy-Fuel Welding	1	3	0		2
WLD 115	SMAW (Stick) Plate	2	9	0		5
WLD 116	SMAW (Stick) Plate/Pipe	1	9	0		4
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
WLD 151	Fabrication I	2	6	0		4
WLD 261	Certification Practices	1	3	0		2
<b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>						<b>38</b>

# DEVELOPMENTAL STUDIES

Courses in the Developmental Studies Program are designed to help students gain the basic academic skills necessary to succeed in the vocational, technical and college transfer curricula offered by the college. As part of the admissions process, a member of the counseling staff carefully reviews each student's placement test scores and academic records. When indicated by this review, the counselor will develop with the student a program of study designed to help him or her remove deficiencies in academic skills.

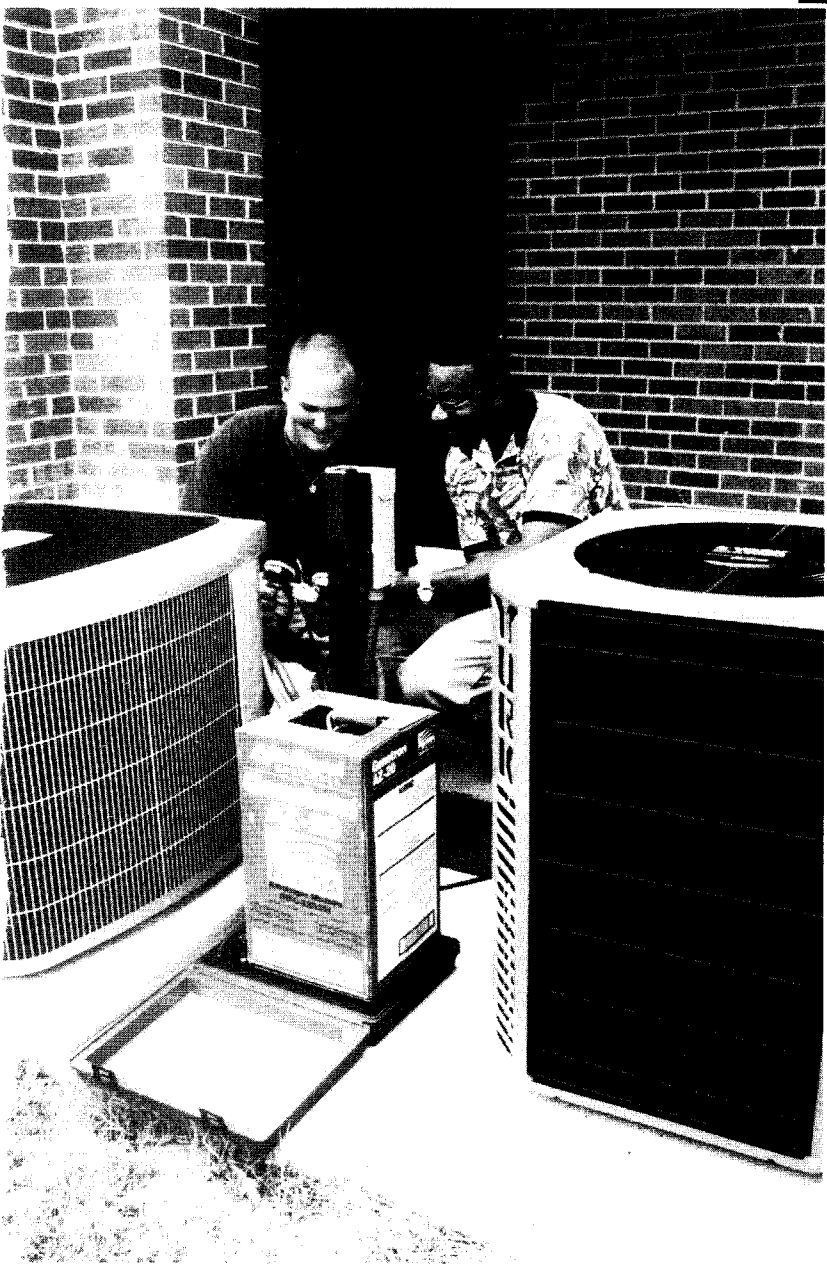
The Developmental Studies Program offers course sequences in English, reading, mathematics, and the sciences. In addition to the course offerings, members of the staffs of Counseling Services and Student Support Services provide special counseling and tutoring to students enrolled in developmental courses. To ensure that students have indeed mastered the skills necessary to succeed in curriculum programs, most developmental courses require students to pass an exit test in order to complete the course.

Note: The students on financial aid are limited to 30 credit hours of developmental courses. Veterans Administration educational benefits are payable only when placement test scores indicate the developmental course is needed.

## DEVELOPMENTAL COURSES

Title	Class	Lab	Work Exp/		
			Clinical	Credits	
ACA 090	Study Skills	3	0	0	3
BIO 090	Foundations of Biology	3	2	0	4
BIO 094	Concepts of Human Biology	3	2	0	4
CHM 090	Chemistry Concepts	4	0	0	4
ENG 080	Writing Foundations	3	2	0	4
ENG 090*	Composition Strategies	3	0	0	3
ENG 090A*	Composition Strategies Lab	0	2	0	1
MAT 060	Essential Mathematics	3	2	0	4
MAT 070	Introductory Algebra	3	2	0	4
MAT 080	Intermediate Algebra	3	2	0	4
RED 080	Introduction to College Reading	3	2	0	4
RED 090	Improved College Reading	3	2	0	4

\* ENG 090A will be offered as a required lab in conjunction with ENG 090. The class and lab sections will be coordinated so that the students have the same instructor for both.



# CURRICULUM COURSE DESCRIPTIONS

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>ACA 090</b>	<b>Study Skills</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: None  
 Corequisites: None

This course is intended for those who placed into credit-level course work but who are not maintaining satisfactory academic progress toward meeting program goals. Topics include study skills, note taking, learning styles and strategies, test taking, goal setting, and self-assessment skills. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

<b>ACA 111</b>	<b>College Student Success</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: None  
 Corequisites: None

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

<b>ACA 115</b>	<b>Success &amp; Study Skills</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
----------------	-----------------------------------	----------	----------	----------	----------

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.

<b>ACC 115</b>	<b>College Accounting</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, MAT 060, RED 090  
 Corequisites: None

This course introduces basic accounting principles for a sole proprietorship. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

<b>ACC 120</b>	<b>Principles Of Accounting I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	-----------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, MAT 060, RED 090  
 Corequisites: None

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>ACC 121</b>	<b>Principles of Accounting II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: ACC 120					
Corequisites: None					
This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management.					
<b>ACC 129</b>	<b>Individual Income Taxes</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, MAT 060, RED 090					
Corequisites: None					
This course introduces the relevant laws governing individual income taxation. Emphasis is placed on filing status, exemptions for dependents, gross income, adjustments, deductions, and computation of tax. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.					
<b>ACC 130</b>	<b>Business Income Taxes</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: ACC 129 or Instructor Approval					
Corequisites: None					
This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax depreciation, accounting periods and methods, corporations, partnerships, S corporations, estates and trusts, and gifts. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.					
<b>ACC 140</b>	<b>Payroll Accounting</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: 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.					
<b>ACC 150</b>	<b>Computerized General Ledger</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: ACC 120 or ACC 115					
Corequisites: None					
This course introduces microcomputer applications related to the major accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.					

**ACC 220 Intermediate Accounting I** 3 2 0 4

Prerequisites: ACC 121

Corequisites: None

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

**ACC 221 Intermediate Accounting II** 3 2 0 4

Prerequisites: ACC 220

Corequisites: None

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

**ACC 225 Cost Accounting** 3 0 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 269 Auditing** 3 0 0 3

Prerequisites: ACC 220

Corequisites: None

This course covers the overall framework of the process of conducting audits and investigations. Emphasis is placed on collecting data from working papers, arranging and systematizing the audit, and writing the audit report. Upon completion, students should be able to demonstrate competence in applying the generally accepted auditing standards and the procedures for conducting an audit.

**AHR 110 Introduction to Refrigeration** 2 6 0 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 111 HVACR Electricity** 2 2 0 3  
 Prerequisites: None  
 Corequisites: None  
 This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.
- AHR 112 Heating Technology** 2 4 0 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.
- AHR 113 Comfort Cooling** 2 4 0 4  
 Prerequisites: None  
 Corequisites: None  
 This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.
- AHR 114 Heat Pump Technology** 2 4 0 4  
 Prerequisites: AHR 110 or AHR 113  
 Corequisites: None  
 This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.
- AHR 115 Refrigeration Systems** 1 3 0 2  
 Prerequisites: AHR 110  
 Corequisites: None  
 This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

Course No.	Title	Class	Lab	Work Exp/	
				Clinical	Credit
<b>AHR 130</b>	<b>HVAC Controls</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: AHR 111					
Corequisites: None					
This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.					
<b>AHR 133</b>	<b>HVAC Servicing</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
Prerequisites: None					
Corequisites: AHR 112 or AHR 113					
The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.					
<b>AHR 160</b>	<b>Refrigerant Certification</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					
This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.					
<b>AHR 180</b>	<b>HVACR Customer Relations</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					
This course introduces common business and customer relation practices that may be encountered in HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer complaints, invoices, telephone communications, and warranties. Upon completion, students should be able to present themselves to customers in a professional manner, understand how the business operates, complete invoices, and handle complaints.					
<b>AHR 211</b>	<b>Residential System Design</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>ANT 210</b>	<b>General Anthropology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>ANT 220</b>	<b>Cultural Anthropology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>ART 111</b>	<b>Art Appreciation</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>ART 114</b>	<b>Art History Survey I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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					
<b>ART 115</b>	<b>Art History Survey II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.					

Course No.	Title	Class	Lab	Work Exp / Clinical	Credit
<b>ART 121</b>	<b>Design I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.					
<b>ART 131</b>	<b>Drawing I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.					
<b>ART 240</b>	<b>Painting I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.					
<b>ATR 280</b>	<b>Robotic Fundamentals</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: None					
Corequisites: None					
This course covers application, programming, and maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems.					
<b>AUT 110</b>	<b>Intro to Auto Technology</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers the basic concepts and terms of automotive technology, workplace safety, North Carolina state inspection, safety and environmental regulations, and use of service information resources. Topics include familiarization with components along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe terms associated with automobiles, identify and use basic tools and shop equipment, and conduct North Carolina safety/emissions inspections.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>AUT 116</b>	<b>Engine Repair</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

Prerequisites: None

Corequisites: None

This course covers service/repair/rebuilding of block, head, and internal engine components. Topics include engine repair/reconditioning using service specifications. Upon completion, students should be able to rebuild/recondition an automobile engine to service specifications.

<b>AUT 141</b>	<b>Suspension &amp; Steering Systems</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
----------------	--	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair various steering and suspension components, check and adjust various alignment angles, and balance wheels.

<b>AUT 151</b>	<b>Brake Systems</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	----------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

<b>AUT 152</b>	<b>Brake Systems Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: AUT 151

This course provides a laboratory setting to enhance brake system skills. Emphasis is placed on practical experiences that enhance the topics presented in AUT 151. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 151.

<b>AUT 161</b>	<b>Electrical Systems</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers basic electrical theory and wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starters, alternators, and basic electrical accessories. Topics include diagnosis and repair of battery, starting, charging, lighting, and basic accessory systems problems. Upon completion, students should be able to diagnose, test, and repair the basic electrical components of an automobile.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

**AUT 162 Chassis Electrical & Electronics 2 2 0 3**

Prerequisites: None

Corequisites: None

This course covers electrical/electronic diagnosis/repair, including wiring diagrams, instrumentation, and electronic/computer-controlled devices and accessories. Topics include interpreting wiring diagrams and diagnosis and repair of chassis electrical and electronic systems. Upon completion, students should be able to read and interpret wiring diagrams and determine/perform needed repairs on chassis electrical and electronic systems.

**AUT 171 Heating & Air Conditioning 2 3 0 3**

Prerequisites: None

Corequisites: None

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/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 describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

**AUT 183 Engine Performance-Fuels 2 3 0 3**

Prerequisites: None

Corequisites: None

This course covers the principles of fuel delivery/management, exhaust/emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. Topics include procedures for diagnosis/repair of fuel delivery/management and exhaust/emission systems using appropriate service information. Upon completion, students should be able to describe, diagnose, and repair engine fuel delivery/management and emission control systems using appropriate service information and diagnostic equipment.

**AUT 221 Automatic Transmissions 2 6 0 4**

Prerequisites: None

Corequisites: None

This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair automatic drive trains.

Course No.	Title	Class	Lab	Work Exp/	
				Clinical	Credit
<b>AUT 282</b>	<b>Engine Electrical Management</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>6</b>

Prerequisites: None

Corequisites: None

This course includes principles, systems, and procedures required for diagnosing and restoring engine performance/driveability and emission control through mechanical, electrical, and gas analysis. Emphasis is placed on diagnostics using mechanical, electrical (including on-board), and gas analysis to determine root causes for repair purposes. Upon completion, students should be able to diagnose and repair PCM-related engine performance/driveability and emission problems.

<b>BIO 090</b>	<b>Foundations of Biology</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	-------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080

Corequisites: RED 090

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

<b>BIO 094</b>	<b>Concepts of Human Biology</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	----------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080

Corequisites: RED 090

This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses.

<b>BIO 106</b>	<b>Intro to Anatomy/Physiology/Microbiology</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

Corequisites:

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 describe microorganisms and their significance in health and disease.

<b>BIO 110</b>	<b>Principles of Biology</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

Corequisites: None

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>BIO 111</b>	<b>General Biology I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.					
<b>BIO 112</b>	<b>General Biology II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: BIO 111					
Corequisites: None					
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.					
<b>BIO 120</b>	<b>Introductory Botany</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: BIO 110 or BIO 111					
Corequisites: None					
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants.					
<b>BIO 130</b>	<b>Introductory Zoology</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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.					
<b>BIO 140</b>	<b>Environmental Biology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>BIO 140A</b>	<b>Environmental Biology Lab</b>	0	3	0	1
Prerequisites: None					
Corequisites: BIO 140					
This course provides a laboratory component to complement BIO 140. Emphasis is paced on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues.					
<b>BIO 155</b>	<b>Nutrition</b>	3	0	0	3
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion and the nutritional requirements of all age groups. .					
<b>BIO 163</b>	<b>Basic Anatomy &amp; Physiology</b>	4	2	0	5
Prerequisites: ENG 090, RED 090					
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.					
<b>BIO 165</b>	<b>Anatomy and Physiology I</b>	3	3	0	4
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.					
<b>BIO 166</b>	<b>Anatomy and Physiology II</b>	3	3	0	4
Prerequisites: BIO 165					
Corequisites: None					
This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>BIO 168</b>	<b>Anatomy and Physiology I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>

Prerequisites: ENG 090, RED 090

Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

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

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.

<b>BIO 175</b>	<b>General Microbiology</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168

Corequisites: None

This course covers 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.

<b>BIO 275</b>	<b>Microbiology</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
----------------	---------------------	----------	----------	----------	----------

Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168

Corequisites: None

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms.

<b>BPR 111</b>	<b>Blueprint Reading</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

Course No.	Title	Class	Work Exp/		Credit
			Lab	Clinical	
<b>BPR 130</b>	<b>Blueprint Reading/Construction</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>

Prerequisites: None

Corequisites: None

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

<b>BUS 110</b>	<b>Introduction to Business</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, RED 090

Corequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

<b>BUS 115</b>	<b>Business Law I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

<b>BUS 121</b>	<b>Business Math</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	----------------------	----------	----------	----------	----------

Prerequisites: MAT 060, RED 090

Corequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

<b>BUS 137</b>	<b>Principles of Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, RED 090

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.

Course No.	Title	Class	Lab	Work Exp/	
				Clinical	Credit
<b>BUS 217</b>	<b>Employment Law and Regulations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: None

Corequisites: None

This course introduces the principle laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

<b>BUS 225</b>	<b>Business Finance</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	-------------------------	----------	----------	----------	----------

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.

<b>BUS 260</b>	<b>Business Communication</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------	----------	----------	----------	----------

Prerequisites: ENG 111 and OST 131

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.

<b>BUS 270</b>	<b>Professional Development</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

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

<b>CAR 110</b>	<b>Introduction to Carpentry</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	----------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the student to the carpentry trade. Topics include duties of a carpenter, hand and power tools, building materials, construction methods, and safety. Upon completion, students should be able to identify hand and power tools, common building materials, and basic construction methods.

Course No.	Title	Work Exp/			
		Class	Lab	Clinical	Credit
<b>CAR 111</b>	<b>Carpentry I</b>	<b>3</b>	<b>15</b>	<b>0</b>	<b>8</b>
Prerequisites: None					
Corequisites: None					
This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision.					
<b>CAR 112</b>	<b>Carpentry II</b>	<b>3</b>	<b>15</b>	<b>0</b>	<b>8</b>
Prerequisites: CAR 111					
Corequisites: None					
This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exterior finishes to a residential building with supervision.					
<b>CAR 113</b>	<b>Carpentry III</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>6</b>
Prerequisites: CAR 111					
Corequisites: None					
This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision.					
<b>CAR 114</b>	<b>Residential Building Codes</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers building codes and the requirements of state and local construction regulations. Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures. Upon completion, students should be able to determine if a structure is in compliance with North Carolina building codes.					
<b>CAR 115</b>	<b>Residential Planning/Estimating</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: BPR 130					
Corequisites: None					
This course covers project planning, management, and estimating for residential or light commercial buildings. Topics include planning and scheduling, interpretation of working drawings and specifications, estimating practices, and other related topics. Upon completion, students should be able to perform quantity take-offs and cost estimates.					

Course No.	Title	Work Exp/			
		Class	Lab	Clinical	Credit
<b>CHM 090</b>	<b>Chemistry Concepts</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
Prerequisites: MAT 070					
Corequisites: RED 090					
This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.					
<b>CHM 151</b>	<b>General Chemistry I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: ENG 090, RED 090					
Corequisites: MAT 161 or MAT 171 or MAT 271					
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.					
<b>CHM 152</b>	<b>General Chemistry II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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.					
<b>CHM 251</b>	<b>Organic Chemistry I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
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.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>CHM 252</b>	<b>Organic Chemistry II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>

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.

### **CIS 001 Computer Skills Laboratory**

An individualized laboratory utilizing computer instruction will be maintained and operated in support of regular curriculum courses. The Computer Skills Laboratory will provide supportive instructional services for students who are required by their instructor to attend for additional or supplemental instruction.

<b>CIS 110</b>	<b>Introduction to Computers</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	----------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, RED 090

Corequisites: None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

<b>CIS 111</b>	<b>Basic PC Literacy</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, RED 090

Corequisites: None

This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

<b>CIS 115</b>	<b>Intro to Programming &amp; Logic</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---	----------	----------	----------	----------

Prerequisites: MAT 070

Corequisites: None

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. 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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>CIS 120</b>	<b>Spreadsheet I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 110 or CIS 111 or OST 137					
Corequisites: None					
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.					
<b>CIS 126</b>	<b>Graphics Software Introduction</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 110 or CIS 111					
Corequisites: None					
This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications.					
<b>CIS 130</b>	<b>Survey of Operating Systems</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.					
<b>CIS 147</b>	<b>Operating System - Windows<sup>®</sup></b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 110 or CIS 111, and CIS 130					
Corequisites: None					
This course introduces operating systems concepts for a Windows <sup>®</sup> operating system. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a Windows <sup>®</sup> environment.					
<b>CIS 152</b>	<b>Database Concepts &amp; Applications</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 110, CIS 111, or CIS 115					
Corequisites: None					
This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.					



Course No.	Title	Work Exp/			
		Class	Lab	Clinical	Credit
<b>CIS 153</b>	<b>Database Applications</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

Prerequisites: CIS 152

Corequisites: None

This course covers advanced database functions continued from CIS 152. 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.

<b>CIS 162</b>	<b>MM Presentation Software</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course creates interactive multimedia applications and applets for the Internet using web-specific languages. Emphasis is placed on audio, video, graphic, and network resources and various file formats. Upon completion, students should be able create an interactive multimedia application or applet for the Internet.

<b>CIS 172</b>	<b>Intro to the Internet</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the various navigational tools and services of the Internet. Topics include using Internet protocols, search engines, file compression/decompression, FTP, e-mail, listservers, and other related topics. Upon completion, students should be able to use Internet resources, retrieve/decompress files, and use e-mail, FTP, and other Internet tools.

<b>CIS 174</b>	<b>Network System Manager I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: NET 110

Corequisites: None

This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system.

<b>CIS 175</b>	<b>Network Management I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: NET 110

Corequisites: None

This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy.

Course No.	Title	Class	Lab	Work exp/ Clinical	Credit
<b>CIS 215</b>	<b>Hardware Install/Maintenance</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 110, CIS 111 or CIS 115					
Corequisites: None					
This course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventive maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers.					
<b>CIS 216</b>	<b>Software Install/Maintenance</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: CIS 110 or CIS 111, CIS 130					
Corequisites: None					
This course introduces the installation and troubleshooting aspects of personal computer software. Emphasis is placed on initial installation and optimization of system software, commercial programs, system configuration files, and device drivers. Upon completion, students should be able to install, upgrade, uninstall, optimize, and troubleshoot personal computer software.					
<b>CIS 220</b>	<b>Spreadsheets II</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: CIS 120					
Corequisites: None					
This course covers advanced spreadsheet design and development. Topics include advanced functions, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.					
<b>CIS 225</b>	<b>Integrated Software</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: CIS 120, CIS 152, CIS 162, and OST 136					
Corequisites: None					
This course provides strategies to perform data transfer among software programs. Emphasis is placed on data interchange among word processors, spreadsheets, presentation graphics, databases, and communications products. Upon completion, students should be able to integrate data to produce documents using multiple technologies.					
<b>CIS 274</b>	<b>Network System Manager II</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 174					
Corequisites: None					
This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, startup procedures, server protocol support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>CIS 275</b>	<b>Network Management II</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

Prerequisites: CIS 175

Corequisites: None

This course is a continuation of CIS 175 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance.

<b>CIS 287</b>	<b>Network Support</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	------------------------	----------	----------	----------	----------

Prerequisites: CIS 274 or CIS 275

Corequisites: None

This course provides experience using CD ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware problems.

<b>CJC 100</b>	<b>Basic Law Enforcement Training</b>	<b>8</b>	<b>30</b>	<b>0</b>	<b>18</b>
----------------	---------------------------------------	----------	-----------	----------	-----------

Prerequisites: None

Corequisites: None

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination

<b>CJC 111</b>	<b>Introduction to Criminal Justice</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---	----------	----------	----------	----------

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.

<b>CJC 112</b>	<b>Criminology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--------------------	----------	----------	----------	----------

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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>CJC 113</b>	<b>Juvenile Justice</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

<b>CJC 121</b>	<b>Law Enforcement Operations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------------	----------	----------	----------	----------

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.

<b>CJC 122</b>	<b>Community Policing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------	----------	----------	----------	----------

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.

<b>CJC 131</b>	<b>Criminal Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------	----------	----------	----------	----------

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.

<b>CJC 132</b>	<b>Court Procedure &amp; Evidence</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------------	----------	----------	----------	----------

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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>CJC 141</b>	<b>Corrections</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

<b>CJC 151</b>	<b>Introduction to Loss Prevention</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--	----------	----------	----------	----------

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.

<b>CJC 211</b>	<b>Counseling</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.

<b>CJC 212</b>	<b>Ethics &amp; Community Relations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---	----------	----------	----------	----------

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.

<b>CJC 213</b>	<b>Substance Abuse</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------	----------	----------	----------	----------

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.

# CURRICULUM COURSES

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
CJC 214	<b>Victimology</b>	3	0	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	<b>Organization &amp; Administration</b>	3	0	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	<b>Investigative Principles</b>	3	2	0	4
---------	---------------------------------	---	---	---	---

Prerequisites: None

Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222	<b>Criminalistics</b>	3	0	0	3
---------	-----------------------	---	---	---	---

Prerequisites: None

Corequisites: None

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

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>CJC 223</b>	<b>Organized Crime</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: None

Corequisites: None

This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

<b>CJC 231</b>	<b>Constitutional Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

<b>CJC 233</b>	<b>Correctional Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

<b>CJC 241</b>	<b>Community-Based Corrections</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------------------	----------	----------	----------	----------

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.

**CURRICULUM COURSES**

Course No. Title Class Lab Work Exp/  
Clinical Credit

**COE 111 Cooperative Work Experience I 0 0 10 1**

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 112 Cooperative Work Experience I 0 0 20 2**

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 113 Cooperative Work Experience I 0 0 30 3**

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**COE 115 Work Experience Seminar I 1 0 0 1**

Prerequisites: None

Corequisites: COE 111, COE 112, COE 113, or COE 114

This is a seminar course designed to enrich the student's cooperative education work experience.

**COE 121 Cooperative Work Experience II 0 0 10 1**

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>COE 122</b>	<b>Cooperative Work Experience II</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b>COE 123</b>	<b>Cooperative Work Experience II</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>3</b>
----------------	---------------------------------------	----------	----------	-----------	----------

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b>COE 125</b>	<b>Work Experience Seminar II</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
----------------	-----------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: COE 121, COE 122, COE 123, or COE 124

This is a seminar course designed to enrich the student's cooperative education work experience.

<b>COE 131</b>	<b>Cooperative Work Experience III</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>1</b>
----------------	--	----------	----------	-----------	----------

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b>COM 110</b>	<b>Introduction to Communication</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------------	----------	----------	----------	----------

Prerequisites: ENG 111

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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>COM 120</b>	<b>Interpersonal Communication</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------------------	----------	----------	----------	----------

Prerequisites: ENG 111

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.

<b>COM 231</b>	<b>Public Speaking</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------	----------	----------	----------	----------

Prerequisites: ENG 111

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.

<b>COS 111</b>	<b>Cosmetology Concepts I</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
----------------	-------------------------------	----------	----------	----------	----------

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.

<b>COS 112</b>	<b>Salon I</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>
----------------	----------------	----------	-----------	----------	----------

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.

<b>COS 113</b>	<b>Cosmetology Concepts II</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
----------------	--------------------------------	----------	----------	----------	----------

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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>COS 114</b>	<b>Salon II</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>
----------------	-----------------	----------	-----------	----------	----------

Prerequisites: None

Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

<b>COS 115</b>	<b>Cosmetology Concepts III</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
----------------	---------------------------------	----------	----------	----------	----------

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.

<b>COS 116</b>	<b>Salon III</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>4</b>
----------------	------------------	----------	-----------	----------	----------

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.

<b>COS 117</b>	<b>Cosmetology Concepts IV</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

<b>COS 118</b>	<b>Salon IV</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
----------------	-----------------	----------	-----------	----------	----------

Prerequisites: COS114 and COS116

Corequisites: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>COS 121</b>	<b>Manicure/Nail Technology I</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>

Prerequisites: None  
 Corequisites: None

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

<b>COS 222</b>	<b>Manicure/Nail Technology II</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>
----------------	------------------------------------	----------	----------	----------	----------

Prerequisites: COS 121  
 Corequisites: None

This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

<b>COS 240</b>	<b>Contemporary Design</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: COS 111 and COS 112  
 Corequisites: None

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

<b>COS 271</b>	<b>Instructor Concepts I</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: Cosmetology License and six months experience as a licensed cosmetologist  
 Corequisites: COS 272

This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

<b>COS 272</b>	<b>Instructor Practicum I</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
----------------	-------------------------------	----------	-----------	----------	----------

Prerequisites: Cosmetology License and six months experience as a licensed cosmetologist  
 Corequisites: COS 271

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>COS 273</b>	<b>Instructor Concepts II</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
Prerequisites: COS 271 and COS 272					
Corequisites: COS 274					
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.					
<b>COS 274</b>	<b>Instructor Practicum II</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
Prerequisites: COS 271 and COS 272					
Corequisites: COS 273					
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements.					
<b>CSC 134</b>	<b>C++ Programming</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 115					
Corequisites: None					
This course introduces object-oriented computer programming using the C++ programming language. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test, and debug C++ language programs.					
<b>CSC 139</b>	<b>Visual BASIC Programming</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 115					
Corequisites: None					
This course introduces event-driven computer programming using the Visual BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, forms, sequential files, and other related topics. Upon completion, students should be able to design, code, test, and debug Visual BASIC language programs.					
<b>CSC 160</b>	<b>Intro to Internet Programming</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 110 or CIS 111 and CIS 172					
Corequisites: None					
This course introduces client-side Internet programming using HTML and Javascript. Topics include use of frames and tables, use of meta tags, and Javascript techniques for site navigation. Upon completion, students should be able to write HTML documents that incorporate programming to provide web page organization and navigation functions.					

Course No.

Title

Class

Lab

Work Exp/  
Clinical

Credit

**DRA 111 Theatre Appreciation**

Prerequisites: ENG 090, RED 090

Corequisites: None

3 0 0 3

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

**DRA 112 Literature of the Theatre**

Prerequisites: ENG 090, RED 090

Corequisites: None

3 0 0 3

This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works

**DRA 122 Oral Interpretation**

Prerequisites: ENG 090, RED 090

Corequisites: None

3 0 0 3

This course introduces the dramatic study of literature through performance. Emphasis is placed on analysis and performance of poetry, drama, and prose fiction. Upon completion, students should be able to embody and discuss critically the speakers inherent in literature

**ECM 168 Electronic Business**

Prerequisites: None

Corequisites: None

2 2 0 3

This course provides a survey of the world of electronic business. Topics include the definition of electronic business, current practices as they evolve using Internet strategy in business, and application of basic business principles to the world of e-commerce. Upon completion, students should be able to define electronic business and demonstrate an understanding of the benefits of e-commerce as a foundation for developing plans leading to electronic business implementation.

**ECM 210 Intro to E-Commerce**

Prerequisites: None

Corequisites: None

2 2 0 3

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>ECM 220</b>	<b>E-Commerce Planning &amp; Implementation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

Prerequisites: None

Corequisites: None

This course builds on currently accepted business practices to develop a business plan and implementation model for e-commerce. Topics include analysis and synthesis of the planning cycle, cost/benefit analysis, technical systems, marketing, security, financial support, Internet strategies, website design, customer support and feedback and assessment. Upon completion, students should be able to develop a plan for e-commerce in a small to medium size business.

<b>ECM 230</b>	<b>Capstone Project</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	-------------------------	----------	----------	----------	----------

Prerequisites: ECM220

Corequisites: None

This course provides experience in Electronic Commerce. Emphasis is placed on the implementation of an e-commerce model for an existing business. Upon completion, students should be able to successfully develop and implement a plan for e-commerce in a small to medium size business.

<b>ECO 151</b>	<b>Survey of Economics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, MAT 060, RED 090

Corequisites: None

This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors.

<b>ECO 251</b>	<b>Principles of Microeconomics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

<b>ECO 252</b>	<b>Principles of Macroeconomics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

Course No. Title Class Lab Work Exp/ Clinical Credit

**EDU 111 Early Childhood Credentials I** 2 0 0 2

Prerequisites: None

Corequisites: None

This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development, individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.

**EDU 112 Early Childhood Credentials II** 2 0 0 2

Prerequisites: None

Corequisites: None

This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children.

**EDU 116 Introduction to Education** 3 2 0 4

Prerequisites: None

Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational trends and issues, curriculum development, and observation and participation 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.

**EDU 118 Teacher Associate Principles & Practices** 3 0 0 3

Prerequisites: ENG 090, RED 090

Corequisites: None

This course covers the teacher associate's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy.



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>EDU 119</b>	<b>Early Childhood Education</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
----------------	----------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession.

<b>EDU 131</b>	<b>Child, Family, &amp; Community</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------------	----------	----------	----------	----------

Prerequisites: RED 090

Corequisites: None

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

<b>EDU 144</b>	<b>Child Development I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

Corequisites: None

This course covers the theories of child development and the developmental sequences of children from conception through the pre-school years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development.

<b>EDU 145</b>	<b>Child Development II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

Corequisites: None

This course covers theories of child development and developmental sequences of children from pre-school through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments

# CURRICULUM COURSES

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>EDU 146</b>	<b>Child Guidance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: ENG 090, RED 090  
 Corequisites: None

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

<b>EDU 151</b>	<b>Creative Activities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: EDU 144, EDU 145  
 Corequisites: None

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

<b>EDU 151A</b>	<b>Creative Activities Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
-----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: EDU144, EDU145  
 Corequisites: EDU 151

This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

<b>EDU 153</b>	<b>Health, Safety, &amp; Nutrition</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--	----------	----------	----------	----------

Prerequisites: ENG 080, RED 080  
 Corequisites: None

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program.

<b>EDU 157</b>	<b>Active Play</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	--------------------	----------	----------	----------	----------

Prerequisites: None  
 Corequisites: None

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>EDU 186</b>	<b>Reading &amp; Writing Methods</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: ENG 090, RED 090

Corequisites: None

This course covers concepts, resources, and methods for teaching reading and writing to school-age children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches, and instructional strategies. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate reading and writing experiences.

<b>EDU 221</b>	<b>Children with Special Needs</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------------------	----------	----------	----------	----------

Prerequisites: EDU 144, EDU 145

Corequisites: None

This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

<b>EDU 234</b>	<b>Infants, Toddlers, &amp; Twos</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------------	----------	----------	----------	----------

Prerequisites: EDU 144, 145

Corequisites: None

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

<b>EDU 235</b>	<b>School-Age Development &amp; Program</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	---	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

Corequisites: None

This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

<b>EDU 252</b>	<b>Math &amp; Science Activities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------------	----------	----------	----------	----------

Prerequisites: EDU 144, 145

Corequisites: None

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

**CURRICULUM COURSES**

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>EDU 252A</b>	<b>Math &amp; Science Activity Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
Prerequisites: EDU 144, EDU 145					
Corequisites: EDU 252					
This course provides a laboratory component to complement EDU 252. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate math and science activities.					
<b>EDU 253</b>	<b>Music for Children</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This courses covers theory, methods, and integration of music into a total early childhood experience. Topics include music theory, musical instruments, song design, and performance on the keyboard and autoharp. Upon completion, students should be able to play and sing a song and integrate musical skills into the curriculum.					
<b>EDU 256</b>	<b>Science &amp; Social Studies Methods</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: EDU 090, RED 090, MAT 060					
Corequisites: None					
This course covers objectives, content, materials, and instructional approaches to natural sciences and social studies. Topics include classroom and laboratory science experiences; integration of history, geography, economics, and government materials; research/study techniques; and critical thinking. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate learning experiences in science and social studies.					
<b>EDU 257</b>	<b>Math Methods &amp; Materials</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: EDU 111, EDU 112, or EDU 119					
Corequisites: None					
This course covers concepts, activities, methods, and materials for teaching mathematics in elementary through middle school grades. Topics include individual instruction, developmental skill building, manipulatives, problem solving, critical thinking, and numerical concepts. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate math experiences.					
<b>EDU 259</b>	<b>Curriculum Planning</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: EDU 112 or EDU 119					
Corequisites: None					
This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>EDU 261</b>	<b>Early Childhood Administration I</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

Prerequisites: None

Corequisites: None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

<b>EDU 262</b>	<b>Early Childhood Administration II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--	----------	----------	----------	----------

Prerequisites: EDU 261

Corequisites: None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

<b>EDU 271</b>	<b>Media Technology for Teachers</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, RED 080

Corequisites: None

This course covers the operation and maintenance of recording and projection equipment, the creation of classroom materials, and the application of new technologies in schools. Topics include audiovisual equipment and production, electronic and on-line information, instructional materials construction, and use of educational software. Upon completion, students should be able to use and maintain audiovisual equipment, develop instructional materials, and implement technologies for clerical management and instruction.

<b>EDU 275</b>	<b>Effective Teaching Training</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	------------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, RED 080

Corequisites: None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

# CURRICULUM COURSES

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>EDU 282</b>	<b>Early Childhood Literature</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, RED 090

Corequisites: None

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.

<b>EDU 285</b>	<b>Internship Experience-School Age</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
----------------	---	----------	----------	----------	----------

Prerequisites: ENG 111 and Completion of Curriculum Core

Requirements

Corequisites: COE 121 or COE 122

This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education.

<b>EGR 131</b>	<b>Introduction To Electronics Technology</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	---	----------	----------	----------	----------

Prerequisites: ENG 080, MAT 070, RED 090

Corequisites: ELN 131

This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

<b>ELC 112</b>	<b>DC/AC Electricity</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

<b>ELC 113</b>	<b>Basic Wiring I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
----------------	-----------------------	----------	----------	----------	----------

Prerequisites: ELC 112

Corequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; 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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>ELC 114</b>	<b>Basic Wiring II</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>

Prerequisites: ELC 113

Corequisites: None

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

<b>ELC 115</b>	<b>Industrial Wiring</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: ELC 112

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.

<b>ELC 117</b>	<b>Motors and Controls</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: ELC 112

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.

<b>ELC 118</b>	<b>National Electrical Code</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

<b>ELC 119</b>	<b>NEC Calculations</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	-------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

Course No. Title Class Lab Work Exp/ Clinical Credit  
**ELC 125 Diagrams and Schematics** 1 2 0 2  
 Prerequisites: None  
 Corequisites: None  
 This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

**ELC 128 Introduction to PLC** 2 3 0 3  
 Prerequisites: ELC 113  
 Corequisites: None  
 This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

**ELC 215 Electrical Maintenance** 2 3 0 3  
 Prerequisites: ELC 112  
 Corequisites: None  
 This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities.

**ELN 133 Digital Electronics** 3 3 0 4  
 Prerequisites: ELC 128  
 Corequisites: None  
 This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/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 229 Industrial Electronics** 2 4 0 4  
 Prerequisites: ELC 112  
 Corequisites: None  
 This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices (filters, rectifiers, FET, SCR, Diac, Triac, Op-amps, etc). Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>ELN 234</b>	<b>Communication Systems</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: ELN 132

Corequisites: None

This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.

<b>ENG 080</b>	<b>Writing Foundations</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph.

<b>ENG 090</b>	<b>Composition Strategies</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080

Corequisites: ENG 090A

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

<b>ENG 090A</b>	<b>Composition Strategies Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
-----------------	-----------------------------------	----------	----------	----------	----------

Prerequisites: ENG 080

Corequisites: ENG 090

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

<b>ENG 101</b>	<b>Applied Communications I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

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.

Course No.

Title

Class

Lab

Work Exp/  
Clinical

Credit

**ENG 111 Expository Writing****3 0 0 3**

Prerequisites: ENG 090, RED 090

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

**ENG 112 Argument-Based Research 3 0 0 3**

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style.

**ENG 113 Literature-Based Research 3 0 0 3**

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.

**ENG 114 Professional Research & Reporting 3 0 0 3**

Prerequisites: Eng 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>ENG 131</b>	<b>Introduction to Literature</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111					
Corequisites: ENG 112, ENG 113, or ENG 114					
This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature.					
<b>ENG 231</b>	<b>American Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 112, ENG 113, or ENG 114					
Corequisites: None					
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.					
<b>ENG 232</b>	<b>American Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 112, ENG 113, or ENG 114					
Corequisites: None					
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.					
<b>ENG 233</b>	<b>Major American Writers</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 112, 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 the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied.					
<b>ENG 241</b>	<b>British Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 112, 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.					
<b>ENG 242</b>	<b>British Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 112, ENG 113, or ENG 114					
Corequisites: None					
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>ENG 251</b>	<b>Western World Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------------	----------	----------	----------	----------

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of selected European works from the Classical period through the Renaissance. 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.

<b>ENG 252</b>	<b>Western World Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------------------	----------	----------	----------	----------

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of selected European works from the Neoclassical 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 selected works.

<b>ENG 261</b>	<b>World Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural content, and literary analysis of selected prose, poetry and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

<b>ENG 262</b>	<b>World Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural content, and literary analysis of selected prose, poetry and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

<b>FRE 111</b>	<b>Elementary French I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

Corequisites: None

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>FRE 112</b>	<b>Elementary French II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: FRE 111					
Corequisites: None					
This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness.					
<b>FRE 211</b>	<b>Intermediate French I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>FRE 212</b>	<b>Intermediate French II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>GEL 111</b>	<b>Introductory Geology</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth.					
<b>GEO 111</b>	<b>World Regional Geography</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships.					

Course No. Title Class Lab Work Exp/ Clinical Credit

**GEO 112 Cultural Geography** 3 0 0 3

Prerequisites: ENG 090, RED 090

Corequisites: None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups.

**HEA 110 Personal Health/Wellness** 3 0 0 3

Prerequisites: ENG 080, RED 090

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.

**HEA 112 First Aid & CPR** 1 2 0 2

Prerequisites: ENG 080, RED 090

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.

**HIS 121 Western Civilization I** 3 0 0 3

Prerequisites: None

Corequisites: ENG 111

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.

**HIS 122 Western Civilization II** 3 0 0 3

Prerequisites: None

Corequisites: ENG 111

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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>HIS 131</b>	<b>American History I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: ENG 111					
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.					
<b>HIS 132</b>	<b>American History II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: ENG 111					
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.					
<b>HIS 221</b>	<b>African-American History</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: ENG 111					
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans.					
<b>HSE 110</b>	<b>Introduction to Human Services</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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, 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.					
<b>HSE 112</b>	<b>Group Process I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: Enrollment in the HSE program					
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.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>HSE 123</b>	<b>Interviewing Techniques</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------	----------	----------	----------	----------

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.

<b>HSE 125</b>	<b>Counseling</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	-------------------	----------	----------	----------	----------

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.

<b>HSE 127</b>	<b>Conflict Resolution</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces conflict resolution and mediation theory and practice. Emphasis is placed on achieving compromise and a win/win perception. Upon completion, students should be able to demonstrate competence in identifying seemingly dissimilar positions and facilitating agreement.

<b>HSE 210</b>	<b>Human Services Issues</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	------------------------------	----------	----------	----------	----------

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.

<b>HSE 215</b>	<b>Health Care</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>5</b>
----------------	--------------------	----------	----------	----------	----------

Prerequisites: Enrollment in the HSE program

Corequisites: None

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patient's rights, legal and ethical responsibilities, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, medical terminology, and mental health. Upon completion, students should be able to demonstrate the skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide Registry.



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>HSE 225</b>	<b>Crisis Intervention</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

<b>HSE 226</b>	<b>Mental Retardation</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: PSY 150

Corequisites: None

This course covers mental retardation and related issues. Emphasis is placed on the theoretical perspectives, causes, prevention, and treatment of mental retardation. Upon completion, students should be able to demonstrate a general knowledge of the mentally retarded individual.

<b>HSE 240</b>	<b>Issues in Client Services</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	----------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces systems of professional standards, values, and issues in the helping professions. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues.

<b>HSE 245</b>	<b>Stress Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers stressors and techniques for stress management. Topics include anger, assertiveness, breathing, change, coping skills, family, time management, meditation, guided imagery, and journaling. Upon completion, students should be able to identify areas of stress and the skills and management techniques for dealing with stressors.

<b>HSE 250</b>	<b>Financial Services</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces those agencies that provide income maintenance casework services. Emphasis is placed on qualifying applicants for a variety of economic assistant programs offered by human services agencies. Upon completion, students should be able to make a factual and objective assessment of a client's economic situation to qualify them for economic assistance.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>HSE 251</b>	<b>Activities Therapy</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces skills and techniques used in recreation and leisure activities to enhance the lives of special populations. Emphasis is placed on music, art, and recreational therapy. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals.

<b>HSE 255</b>	<b>Health Problems &amp; Prevention</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course surveys a range of health problems and issues, including the development of prevention strategies. Topics include teen pregnancy, HIV/AIDS, tuberculosis, communicable diseases, professional burnout, substance abuse, and sexually transmitted diseases. Upon completion, students should be able to identify health issues and demonstrate prevention strategies.

<b>HUM 121</b>	<b>The Nature of America</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: ENG 111

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life.

<b>HUM 122</b>	<b>Southern Culture</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: ENG 111

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture.

<b>HUM 130</b>	<b>Myth in Human Culture</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: ENG 111

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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>HUM 150</b>	<b>American Women's Studies</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: None

Corequisites: ENG 111

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.

<b>HUM 160</b>	<b>Introduction to Film</b>	<b>3</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------

Prerequisites: ENG 111

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.

<b>HYD 110</b>	<b>Hydraulics/Pneumatics I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

<b>ISC 110</b>	<b>Workplace Safety</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
----------------	-------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

<b>ISC 121</b>	<b>Environmental Health &amp; Safety</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--	----------	----------	----------	----------

Prerequisites: RED 090

Corequisites: None

This course covers workplace environmental, health, and safety issues. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental, health, and safety issues.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>ISC 130</b>	<b>Introduction to Quality Control</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--	----------	----------	----------	----------

Prerequisites: ENG 080, MAT 060, RED 090

Corequisites: None

This course introduces the philosophies, principles, and techniques of managing quality. Topics include the functions, responsibilities, structures, costs, reports, personnel, and vendor-customer relationships associated with quality control and management. Upon completion, students should be able to demonstrate an understanding of quality control and management.

<b>ISC 210</b>	<b>Operations &amp; Production Planning</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---	----------	----------	----------	----------

Prerequisites: Completion of Curriculum Mathematics Requirement

Corequisites: None

This course includes the fundamentals of operations and production planning, forecasting, and scheduling. Topics include demand management, production planning and control, scheduling, and budgeting. Upon completion, students should be able to demonstrate an understanding of the concepts and techniques involved in operations and production planning.

<b>ISC 223</b>	<b>Quantitative Methods</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: Completion of Curriculum Mathematics Requirement

Corequisites: None

This course introduces the quantitative methods involved in operations management decision making. Topics include linear programming, forecasting techniques, inventory control, project management, decision analysis, and simulation modeling. Upon completion, students should be able to interpret quantitative results and demonstrate appropriate decision-making skills.

<b>ITN 110</b>	<b>Intro to Web Graphics</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course is the first of two courses covering the creation of web graphics, addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, type conversion, RGB color, the browser-safe palette, elementary special effects, image maps, and other related topics. Upon completion, students should be able to create graphics such as banner buttons, backgrounds, and other graphics for Web pages.

<b>ITN 120</b>	<b>Intro Internet Multimedia</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	----------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This is the first of two courses covering the creation of Internet Multimedia. Topics include Internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create Internet multimedia presentations utilizing a variety of methods and applications.

Course No.	Title	Work Exp/			
		Class	Lab	Clinical	Credit
<b>ITN 130</b>	<b>Web Site Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

Prerequisites: None

Corequisites: None

This course covers the issues involved in web site architecture. Topics include operating system directory structures, web site structural design, web site navigation, web site maintenance, back up and security. Upon completion, students should be able to design a web site directory plan optimized for navigation and ease of maintenance.

<b>ITN 140</b>	<b>Web Development Tools</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

<b>ITN 150</b>	<b>Internet Protocols</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

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.

<b>ITN 160</b>	<b>Principles of Web Design</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces intermediate to advanced web page design techniques. Topics include effective use of graphics, fonts, colors, navigation tools, advanced markup language elements, as well as a study of bad design techniques. Upon completion, the student should be able to employ advanced design techniques to create high impact and highly functional web pages.

<b>ITN 170</b>	<b>Intro to Internet Databases</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	------------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This is the first of two courses introducing the use of databases to store, retrieve and query data through HTML forms. Topics include database design for Internet database, use of ODBC-compliant databases. Upon completion, students should be able to create and maintain a database that will collect, query and report on data via an HTML form.

Course No. Title Class Lab Work Exp / Clinical Credit

**ITN 210 Advanced Web Graphics** 2 2 0 3

Prerequisites: ITN 110

Corequisites: None

This course is the second of two courses covering web graphics. Topics include graphics acquisition using scanners and digital cameras, graphics optimization, use of masks, advanced special effects. GIF animation, and other related topics. Upon completion, students should be able to create graphics that are optimized for size and graphic file type, properly converted from digitized sources and create useful animated graphics.

**ITN 220 Adv Internet Multimedia** 2 2 0 3

Prerequisites: ITN 120

Corequisites: None

This is the second of two courses covering Internet multimedia. Topics include use of advanced Internet multimedia applications. Upon completion, students should be able to create interactive Internet multimedia presentations.

**ITN 230 Intranets** 2 2 0 3

Prerequisites: ITN 130

Corequisites: None

This course covers the setting up of Intranets. Topics include selection of server hardware and software, selection of client applications, security, conversion of existing data to Web based formats, Intranet applications and administration. Upon completion, students should be able to set up a corporate or institutional Intranet.

**ITN 240 Internet Security** 2 2 0 3

Prerequisites: None

Corequisites: None

This course covers security issues related to Internet services. Topics include the operating system and Internet service security mechanisms. Upon completion, students should be able to implement security procedures for operating system level and server level alerts.

**ITN 260 Intro to E-Commerce** 2 2 0 3

Prerequisites: None

Corequisites: None

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>ITN 270</b>	<b>Adv Internet Databases</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

Prerequisites: ITN 170

Corequisites: None

This is the second of two courses on internet databases. Topics include database distribution and replication, data warehousing, integration of desktop and Internet database structures. Upon completion, students should be able to design and implement and Internet.

<b>MAS 140</b>	<b>Introduction to Masonry</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces basic principles and practices of masonry. Topics include standard tools, materials, and practices used in basic masonry and other related topics. Upon completion, students should be able to demonstrate an understanding of masonry and be able to use basic masonry techniques.

<b>MAT 060</b>	<b>Essential Mathematics</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

<b>MAT 070</b>	<b>Introductory Algebra</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: MAT 060

Corequisites: RED 080

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

<b>MAT 080</b>	<b>Intermediate Algebra</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: MAT 070

Corequisites: RED 080

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MAT 101</b>	<b>Applied Mathematics I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

Prerequisites: MAT 060

Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study.

<b>MAT 115</b>	<b>Mathematical Models</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: MAT 070

Corequisites: None

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

<b>MAT 121</b>	<b>Algebra/Trigonometry I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------	----------	----------	----------	----------

Prerequisites: MAT 070

Corequisites: None

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic, and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

<b>MAT 122</b>	<b>Algebra/Trigonometry II</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: MAT 121

Corequisites: None

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MAT 151</b>	<b>Statistics I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 080					
Corequisites: MAT 151A					
This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data.					
<b>MAT 151A</b>	<b>Statistics I Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
Prerequisites: MAT 080					
Corequisites: MAT 151					
This course is a laboratory for MAT 151. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.					
<b>MAT 161</b>	<b>College Algebra</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 080					
Corequisites: None					
This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction.					
<b>MAT 162</b>	<b>College Trigonometry</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 161					
Corequisites: None					
This course provides an integrated technological approach to trigonometric applications used in problem solving. Emphasis is placed on applications involving trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication.					
<b>MAT 165</b>	<b>Finite Mathematics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 161					
Corequisites: None					
This course provides topics used to formulate models and to solve and interpret solutions using an algorithmic approach. Topics include linear algebra, linear programming, simplex method, sets and counting, probability, mathematics of finance, and logic. Upon completion, students should be able to demonstrate both an understanding of the theoretical concepts of finite mathematics and the ability to solve related problems.					

Course No	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MAT 171</b>	<b>Precalculus Algebra</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: MAT 080

Corequisites: MAT 171A

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions.

<b>MAT 171A</b>	<b>Precalculus Algebra Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
-----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: MAT 080

Corequisites: MAT 171

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.

<b>MAT 172</b>	<b>Precalculus Trigonometry</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---------------------------------	----------	----------	----------	----------

Prerequisites: MAT 171

Corequisites: MAT 172A

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

<b>MAT 172A</b>	<b>Precalculus Trigonometry Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
-----------------	-------------------------------------	----------	----------	----------	----------

Prerequisites: MAT 171

Corequisites: MAT 172

This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.

<b>MAT 263</b>	<b>Brief Calculus</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------	----------	----------	----------	----------

Prerequisites: MAT 161

Corequisites: None

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MAT 271</b>	<b>Calculus I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: MAT 172					
Corequisites: None					
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.					
<b>MAT 272</b>	<b>Calculus II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: MAT 271					
Corequisites: None					
This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems.					
<b>MAT 273</b>	<b>Calculus III</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: MAT 272					
Corequisites: None					
This course covers the calculus of several variables and is third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables.					
<b>MAT 285</b>	<b>Differential Equations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 272					
Corequisites: None					
This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena.					
<b>MEC 111</b>	<b>Machine Processes I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MEC 112</b>	<b>Machine Processes II</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MEC 111					
Corequisites: None					
This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a specified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts.					
<b>MEC 160</b>	<b>Mechanical Industrial Systems</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course covers mechanical components used in industrial machine operation. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.					
<b>MEC 165</b>	<b>Fabrication Techniques</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: WLD 112 and MEC 111					
Corequisites: None					
This course expands skills in bench work, welding, and machinery. Emphasis is placed on integrating techniques of welding and machine processes. Upon completion, students should be able to design, fabricate, and repair parts and/or modify existing equipment.					
<b>MED 110</b>	<b>Orientation to Medical Assist</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					
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.					
<b>MED 118</b>	<b>Medical Law and Ethics</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MED 121</b>	<b>Medical Terminology I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.					
<b>MED 122</b>	<b>Medical Terminology II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: MED 121					
Corequisites: None					
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.					
<b>MED 130</b>	<b>Administrative Office Procedures I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: Enrollment in the Medical Assisting Program					
Corequisites: None					
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					
<b>MED 131</b>	<b>Administrative Office Procedures II</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: Enrollment in the Medical Assisting Program					
Corequisites: None					
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.					
<b>MED 134</b>	<b>Medical Transcription</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: MED 122					
Corequisites: None					
This course provides the basic knowledge, understanding, and skills required to complete medical reports and transcribe medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to demonstrate competence in medical transcription.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MED 140</b>	<b>Exam Room Procedures I</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
Prerequisites: Enrollment in the Medical Assisting Program, BIO 163					
Corequisites: None					
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.					
<b>MED 150</b>	<b>Laboratory Procedures I</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
Prerequisites: Enrollment in the Medical Assisting Program					
Corequisites: None					
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics					

<b>MED 232</b>	<b>Medical Insurance Coding</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: MED 122					
Corequisites: None					
This course is designed to develop coding skills introduced in MED 131. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.					

<b>MED 240</b>	<b>Exam Room Procedures II</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
Prerequisites: MED 140, BIO 163					
Corequisites: MED 272					
This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.					

<b>MED 260</b>	<b>MED Clinical Externship</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>5</b>
Prerequisites: Completion of All MED Prefix Courses					
Corequisites: None					
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>MED 272</b>	<b>Drug Therapy</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: Enrollment in the Medical Assisting Program and MED 140					
Corequisites: None					
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.					
<b>MHA 150</b>	<b>Mental Health Systems</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: HSE 110					
Corequisites: None					
This course introduces the treatment and services available at both public and private mental health facilities. Topics include intake procedures, admission criteria, history, and structure of mental health facilities. Upon completion, students should be able to demonstrate competence in articulating both the theory and practice of mental health services delivery.					
<b>MHA 155</b>	<b>Psychological Assessment</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150					
Corequisites: None					
This course covers psychological assessment. Emphasis is placed on different types of psychological tests. Upon completion, students should be able to recognize and understand the purpose of various psychological tests.					
<b>MHA 240</b>	<b>Advocacy</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
Prerequisites: HSE 110					
Corequisites: None					
This course covers the roles and duties of the client advocate. 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 contact initiation to termination.					
<b>MKT 120</b>	<b>Principles of Marketing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 090					
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.					

Course No.	Title	Class	Lab	Work exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

**MNT 110 Introduction to Maintenance Procedures**      1      3      0      2

Prerequisites: None  
 Corequisites: None

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

**MNT 111 Maintenance Practices**      1      3      0      2

Prerequisites: MNT 110  
 Corequisites: None

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

**MNT 240 Industrial Equipment Troubleshooting**      1      3      0      2

Prerequisites: ELC 112 or ELC 131  
 Corequisites: None

This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

**MUS 110 Music Appreciation**      3      0      0      3

Prerequisites: ENG 090, RED 090  
 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.

**NET 110 Data Comm/Networking**      2      2      0      3

Prerequisites: ENG 090, MAT 070  
 Corequisites: None

This course introduce data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking.



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>NET 120</b>	<b>Network Install/Admin I</b>	2	2	0	3
Prerequisites: NET 110					
Corequisites: None					
This course covers the installation and administration of network hardware and system software. Topics include network topologies, various network operating systems, server and workstation installation and configuration, printer services, and connectivity options. Upon completion, students should be able to perform basic installation and administration of departmental networks.					
<b>NET 125</b>	<b>Routing and Switching I</b>	1	4	0	3
Prerequisites: ENG 090, MAT 070					
Corequisites: NET 110					
This course introduces the OSI model, network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. Topics include the basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router login scripts. Upon completion, students should be able to list the key internetworking functions of the OSI Networking Layer and how they are performed in a variety of router types.					
<b>NET 126</b>	<b>Routing and Switching II</b>	1	4	0	3
Prerequisites: NET 125					
Corequisites: None					
This course introduces router configurations, router protocols, switching methods, and hub terminology. Topics include the basic flow control methods, router startup commands, manipulation of router configuration files, IP and data link addressing. Upon completion, students should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses.					
<b>NET 225</b>	<b>Advanced Routing and Switching I</b>	1	4	0	3
Prerequisites: NET126					
Corequisites: None					
This course introduces advanced router configurations, advanced LAN switching theory and design, VLANs, Novell IPX, and threaded case studies. Topics include router elements and operations, adding routing protocols to a configuration, monitoring IPX operations on the router, LAN segmentation, and advanced switching methods. Upon completion, students should be able to describe LAN and network segmentation with bridges, routers and switches and describe a virtual LAN.					
<b>NET 226</b>	<b>Advanced Routing and Switching II</b>	1	4	0	3
Prerequisites: NET225					
Corequisites: None					
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, channels, and function groups, and describe the Spanning Tree protocol.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>NUR 101</b>	<b>Practical Nursing I</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>11</b>

Prerequisites: None  
 Corequisites: BIO 106, NUR 117, BIO 155

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.

<b>NUR 102</b>	<b>Practical Nursing II</b>	<b>8</b>	<b>0</b>	<b>12</b>	<b>12</b>
----------------	-----------------------------	----------	----------	-----------	-----------

Prerequisites: BIO 106, NUR 101, NUR 117, BIO 155  
 Corequisites: ENG 111, PSY 110

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.

<b>NUR 103</b>	<b>Practical Nursing III</b>	<b>6</b>	<b>0</b>	<b>12</b>	<b>10</b>
----------------	------------------------------	----------	----------	-----------	-----------

Prerequisites: ENG 111, NUR 102, PSY 110  
 Corequisites: None

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span.

<b>NUR 110</b>	<b>Nursing I</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>8</b>
----------------	------------------	----------	----------	----------	----------

Prerequisites: Admission to the Associate Degree Nursing Program  
 Corequisites: BIO 168, NUR 117, PSY 150

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health.

<b>NUR 117</b>	<b>Pharmacology</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
----------------	---------------------	----------	----------	----------	----------

Prerequisites: Admission to the Associate Degree Nursing Program or Practical Nursing Program  
 Corequisites: BIO 168, NUR 110, PSY 150 (ADN)/NUR 101, BIO 106, BIO 155 (PN)

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, and application of the nursing process regarding drug therapy. Upon completion, students should be able to compute dosages and administer medication safely.

Course No.	Title	Class	Lab	Work Exp/	
				Clinical	Credit
<b>NUR 120</b>	<b>Nursing II</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>8</b>

Prerequisites: BIO 168, NUR 110, NUR 117, PSY 150

Corequisites: BIO 169, ENG 111, BIO 155

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health.

<b>NUR 130</b>	<b>Nursing III</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>7</b>
----------------	--------------------	----------	----------	----------	----------

Prerequisites: BIO 169, ENG 111, NUR 120, BIO 155

Corequisites: ENG 112 or ENG 114, PSY 241

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health.

<b>NUR 189</b>	<b>Nursing Transition</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: PSY 150/BIO 168

This course is designed to assist the licensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical assessment. Upon completion, students should be able to articulate into the ADN program at the level of the generic student.

<b>NUR 210</b>	<b>Nursing IV</b>	<b>5</b>	<b>3</b>	<b>12</b>	<b>10</b>
----------------	-------------------	----------	----------	-----------	-----------

Prerequisites: ENG 112 or ENG 114, NUR 130, PSY 241

Corequisites: BIO 175, Humanities course of choice.

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health.

<b>NUR 220</b>	<b>Nursing V</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>10</b>
----------------	------------------	----------	----------	-----------	-----------

Prerequisites: BIO 175, NUR 210, Humanities course of choice.

Corequisites: NUR 233

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
------------	-------	-------	-----	-----------------------	--------

<b>NUR 233</b>	<b>Leadership in Nursing</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: NUR 210

Corequisites: NUR 220

This course is designed to enhance nursing leadership and management skills in a variety of health care settings. Emphasis is placed on leadership styles, supervision, delegation, leadership and management theories, conflict resolution, change, and time management. Upon completion, students should be able to apply leadership and management skills in a variety of health care settings.

<b>OMT 112</b>	<b>Materials Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: ENG 080, MAT 060, RED 090

Corequisites: None

This course covers the basic principles of materials management. Emphasis is placed on the planning, procurement, movement, and storage of materials. Upon completion, students should be able to demonstrate an understanding of the concepts and techniques related to materials management.

<b>OMT 260</b>	<b>Issues in Operations Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--	----------	----------	----------	----------

Prerequisites: ISC 121, ISC 131, ISC 210 and OMT 112

Corequisites: None

This course presents a variety of topics that highlight contemporary problems and issues related to operations management. Emphasis is placed on productions and operations planning, environmental health and safety, materials management, and quality systems. Upon completion, students should be able to demonstrate the ability to make decisions and resolve problems in an operations management environment.

<b>OST 131</b>	<b>Keyboarding</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	--------------------	----------	----------	----------	----------

Prerequisites: RED 080

Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

<b>OST 134</b>	<b>Text Entry &amp; Formatting</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	------------------------------------	----------	----------	----------	----------

Prerequisites: OST 131 or Equivalent

Corequisites: None

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents and key timed writings at speeds commensurate with employability.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>OST 135</b>	<b>Advanced Text Entry &amp; Formatting</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: OST 134					
Corequisites: None					
This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on the production of letters, manuscripts, business forms, tabulation, legal documents, and newsletters. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.					
<b>OST 136</b>	<b>Word Processing</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: OST 131 or Equivalent					
Corequisites: None					
This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.					
<b>OST 137</b>	<b>Office Software Applications</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students should be able to use software in a business environment.					
<b>OST 141</b>	<b>Medical Terms I-Medical Office</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
Corequisites: None					
This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.					
<b>OST 142</b>	<b>Medical Terms II-Medical Office</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: OST 141					
Corequisites: None					
This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.					

# CURRICULUM COURSES

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>OST 148</b>	<b>Medical Coding Billing &amp; Insurance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: RED 090  
 Corequisites: None

This course introduces CPT and ICD coding as they apply to medical insurance and billing. Emphasis is placed on accuracy in coding, forms preparation, and posting. Upon completion, students should be able to describe the steps of the total billing cycle and explain the importance of accuracy.

<b>OST 149</b>	<b>Medical Legal Issues</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090  
 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.

<b>OST 155</b>	<b>Legal Terminology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: OST 136  
 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 demonstrate an understanding of the use of these legal terms.

<b>OST 156</b>	<b>Legal Office Procedures</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------	----------	----------	----------	----------

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.

<b>OST 159</b>	<b>Legal Office Ethics</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: OST 136  
 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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>OST 164</b>	<b>Text Editing Applications</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>OST 184</b>	<b>Records Management</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: RED 080					
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.					
<b>OST 223</b>	<b>Machine Transcription I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: OST 134, OST 136, and OST 164					
Corequisites: None					
This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.					
<b>OST 224</b>	<b>Machine Transcription II</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: OST 223					
Corequisites: None					
This course provides advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents into mailable copy with minimal assistance.					
<b>OST 233</b>	<b>Office Publications Design</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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.					
<b>OST 236</b>	<b>Advanced Word/Information Processing</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: OST 135 or OST 136					
Corequisites: None					
This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>OST 241</b>	<b>Medical Office Transcription I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: MED 121 or OST 141, OST 136					
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.					
<b>OST 242</b>	<b>Medical Office Transcription II</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: OST 241					
Corequisites: None					
This course continues building machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as continued proofreading/editing skills and vocabulary building. Upon completion, students should be able to perform competently in preparing accurate and usable transcripts of voice recordings in the covered specialties.					
<b>OST 243</b>	<b>Medical Office Simulation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: OST 134, OST 136, or 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.					
<b>OST 252</b>	<b>Legal Transcription I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: OST 134 or OST 136 and OST 155					
Corequisites: None					
This course provides experience in using the transcriber to produce legal correspondence, forms, and documents with mailable accuracy from recorded tapes. Emphasis is placed on operating the transcriber, developing listening skills to translate the audio into hard copy, and producing mailable documents. Upon completion, students should be able to transcribe legal forms and documents with reasonable accuracy.					
<b>OST 284</b>	<b>Emerging Technologies</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.					



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>OST 286</b>	<b>Professional Development</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080					
Corequisites: None					
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.					
<b>OST 289</b>	<b>Office Systems Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: OST 134, OST 136, and OST 164					
Corequisites: None					
This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment.					
<b>PED 110</b>	<b>Fit and Well for Life</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: RED 080					
Corequisites: None					
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.					
<b>PED 115</b>	<b>Step Aerobics I</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					
This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics.					
<b>PED 130</b>	<b>Tennis-Beginning</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
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.					
<b>PED 139</b>	<b>Bowling-Beginning</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
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.					

<b>PED 143</b>	<b>Volleyball-Beginning</b>	0	2	0	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.

<b>PED 152</b>	<b>Swimming-Beginning</b>	0	2	0	1
----------------	---------------------------	---	---	---	---

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

<b>PHI 210</b>	<b>History of Philosophy</b>	3	0	0	3
----------------	------------------------------	---	---	---	---

Prerequisites: ENG 111  
 Corequisites: None  
 This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied.

<b>PHS 111</b>	<b>Physical Science I</b>	3	2	0	4
----------------	---------------------------	---	---	---	---

Prerequisites: None  
 Corequisites: None  
 This course covers the general principles of chemistry and geology. Topics include measurement, matter, chemical reactions, and geological concepts. Upon completion, students should be able to perform metric measurements, describe chemical composition and reactions, and explain these in relation to the earth's composition.

<b>PHY 101</b>	<b>Fundamentals of Physics I</b>	3	2	0	4
----------------	----------------------------------	---	---	---	---

Prerequisites: None  
 Corequisites: None  
 This course introduces fundamental physical concepts with emphasis on applications. Topics include systems of units, problem-solving methods, graphical analyses, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied to their specific programs

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>PHY 110</b>	<b>Conceptual Physics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: ENG 090, RED 090

Corequisites: None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

<b>PHY 110A</b>	<b>Conceptual Physics Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
-----------------	-------------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

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.

<b>PHY 131</b>	<b>Physics-Mechanics</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: MAT 121 or MAT 161

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.

<b>PHY 151</b>	<b>College Physics I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	--------------------------	----------	----------	----------	----------

Prerequisites: MAT 161 or MAT 171, ENG 090, RED 090

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.

<b>PHY 152</b>	<b>College Physics II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
----------------	---------------------------	----------	----------	----------	----------

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.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>PHY 251</b>	<b>General Physics I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>

Prerequisites: MAT 271, ENG 090, RED 090  
 Corequisites: MAT 272

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

<b>PHY 252</b>	<b>General Physics II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: MAT 272 and PHY 251  
 Corequisites: None

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

<b>POL 120</b>	<b>American Government</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	----------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090  
 Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

<b>POL 210</b>	<b>Comparative Government</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090  
 Corequisites: None

This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems.

Course No.	Title	Work Exp/			
		Class	Lab	Clinical	Credit
<b>PSY 101</b>	<b>Applied Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living.					
<b>PSY 110</b>	<b>Life Span Development</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.					
<b>PSY 118</b>	<b>Interpersonal Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.					
<b>PSY 150</b>	<b>General Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: ENG 111					
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.					
<b>PSY 239</b>	<b>Psychology of Personality</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>PSY 241</b>	<b>Developmental Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>PSY 243</b>	<b>Child Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150					
Corequisites: None					
This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children.					
<b>PSY 265</b>	<b>Behavioral Modification</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150					
Corequisites: None					
This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.					
<b>PSY 281</b>	<b>Abnormal Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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.					
<b>RAD 110</b>	<b>Radiography Introduction &amp; Patient Care</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: Enrollment in the Radiography Program					
Corequisites: RAD 111 and RAD 151					
This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>RAD 111</b>	<b>RAD Procedures I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: Enrollment in the Radiography Program					
Corequisites: RAD 110 and RAD 151					
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.					
<b>RAD 112</b>	<b>RAD Procedures II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
Prerequisites: RAD 110, RAD 111, and RAD 151					
Corequisites: RAD 121 and RAD 161					
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.					
<b>RAD 121</b>	<b>Radiographic Imaging I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: RAD 110, RAD 111, and RAD 151					
Corequisites: RAD 112 and RAD 161					
This course covers factors of image quality and methods of exposure control. Topics include density, contrast, recorded detail, distortion, technique charts, manual and automatic exposure control, and tube rating charts. In addition, students are introduced to the components of the x-ray tube, x-ray production, beam limitation, filtration, attenuation, intensifying screens, and grids. Upon completion, students should be able to demonstrate an understanding of exposure control and the effects of exposure factors on image quality.					
<b>RAD 122</b>	<b>Radiographic Imaging II</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: RAD 112, RAD 121, and RAD 161					
Corequisites: RAD 131 and RAD 171					
This course covers image receptor systems and processing principles. Topics include film, film storage, processing, intensifying screens, grids, and beam limitation. Upon completion, students should be able to demonstrate the principles of selection and usage of imaging accessories to produce quality images.					
<b>RAD 131</b>	<b>Radiographic Physics I</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: RAD 112, RAD 121, and RAD 161					
Corequisites: RAD 122 and RAD 171					
This course introduces the fundamental principles of physics that underlie diagnostic X-ray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.					

# CURRICULUM COURSES

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>RAD 151</b>	<b>RAD Clinical Ed I</b>	0	0	6	2
Prerequisites: Enrollment in the Radiography Program					
Corequisites: RAD 110 and RAD 111					
This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.					
<b>RAD 161</b>	<b>RAD Clinical Ed II</b>	0	0	15	5
Prerequisites: RAD 110, RAD 111, and RAD 151					
Corequisites: RAD 112 and RAD 121					
This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.					
<b>RAD 171</b>	<b>RAD Clinical Ed III</b>	0	0	12	4
Prerequisites: RAD 112, RAD 121, and RAD 161					
Corequisites: RAD 122 and RAD 131					
This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.					
<b>RAD 211</b>	<b>RAD Procedures III</b>	2	3	0	3
Prerequisites: RAD 122, RAD 111, RAD 112					
Corequisites: RAD 231, RAD 241, and RAD 251					
This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, pathology, and advanced imaging. Upon completion, students should be able to demonstrate competence in these areas.					
<b>RAD 231</b>	<b>Radiographic Physics II</b>	1	3	0	2
Prerequisites: RAD 171, RAD 131					
Corequisites: RAD 211, RAD 241, and RAD 251					
This course continues the study of physics that underlie diagnostic X-ray production and radiographic and fluoroscopic equipment. Topics include X-ray production, electromagnetic interactions with matter, X-ray devices, equipment circuitry, targets, filtration, and dosimetry. Upon completion, students should be able to demonstrate an understanding of the application of physical concepts as related to image production.					



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>RAD 241</b>	<b>Radiation Protection</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
Prerequisites: RAD 122, RAD 131					
Corequisites: RAD 211, RAD 231, and RAD 251					
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.					
<b>RAD 245</b>	<b>Radiographic Analysis</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: RAD 251					
Corequisites: RAD 261					
This course provides an overview of imaging concepts and introduces methods of quality assurance. Topics include a systematic approach for image evaluation and analysis of imaging service and quality assurance. In addition, students will be administered Mock Registry exams to assist in preparation for the national certification exam. Upon completion, students should be able to establish and administer a quality assurance program and conduct a critical review of images.					
<b>RAD 251</b>	<b>RAD Clinical Ed IV</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>7</b>
Prerequisites: RAD 122, RAD 131, and RAD 171					
Corequisites: RAD 211, RAD 231, and RAD 241					
This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.					
<b>RAD 261</b>	<b>RAD Clinical Ed V</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>7</b>
Prerequisites: RAD 251					
Corequisites: RAD 245					
This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.					
<b>REC 110</b>	<b>Introduction to Leisure Services</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces park and recreation systems focusing on the social aspects and the role of government in meeting the recreational needs of America. Emphasis is placed on the importance of resource management arising from the social needs of urban America. Upon completion, students should be able to outline the leisure need of America in the 21st century.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>REC 120</b>	<b>Introduction to Special Populations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: None  
Corequisites: None

This course introduces a variety of special populations and conditions that may be encountered in therapeutic recreation environments. Topics include mental retardation, mental illness, communication disorders, as well as many specific physical and muscular conditions. Upon completion, students should be able to define and identify characteristics of special conditions and locate corresponding treatment locations within the community.

<b>REC 122</b>	<b>Program Administration</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers the organization and implementation of recreational programs. Topics include schedules and budgets, group dynamics, problem-solving techniques, and leadership roles. Upon completion, students should be able to construct schedules for facilities and personnel, prepare budgets and cost analysis, and demonstrate leadership characteristics and problem-solving techniques.

<b>REC 124</b>	<b>Social Recreational Activities</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	---------------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers planning, organizing, and leading social recreational activities and programs. Emphasis is placed on understanding group dynamics and incorporating these techniques in social activities. Upon completion, students should be able to organize and carry out social events for all age groups in various social settings.

<b>REC 126</b>	<b>Outdoor Recreation</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces outdoor recreation and its relationship to our natural surroundings. Emphasis is placed on conservation, wildlife, nature, community resources, and federal and state regulatory agencies. Upon completion, students should be able to plan, organize, and conduct activities in an outdoor natural environment.

<b>REC 127</b>	<b>Team Sports &amp; Games</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	--------------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course covers the basic rules, skills, and terminology of selected team sports that are popular in recreation settings. Emphasis is placed on organization, administration, and promotion of sports. Upon completion, students should be able to demonstrate knowledge of the basics of team sports and be able to evaluate a good team sports program.

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>REC 128</b>	<b>Individual Sports &amp; Games</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course covers individual sports and games. Emphasis is placed on skills, rules, equipment, and proper teaching techniques. Upon completion, students should be able to demonstrate the proper techniques necessary to lead others in individual activities.					
<b>REC 131</b>	<b>Principles of Motor Development</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers principles of motor development. Topics include prenatal development; reflexive, rudimentary, and fundamental motor development; and basic motor skills patterns. Upon completion, students should be able to identify the sequential development of fundamental movements, motor patterns, and sports skills.					
<b>REC 214</b>	<b>Camp Administration</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: None					
Corequisites: None					
This course covers the skills and knowledge necessary to work effectively in outdoor camping environments. Emphasis is placed on layout and design of a camp setting and programming outdoor activities and nature skills. Upon completion, students should be able to plan and conduct recreational activities for day and residential camping environments.					
<b>REC 216</b>	<b>Recreational Arts &amp; Crafts</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course covers the various art media with particular emphasis on their use in recreational settings. Emphasis is placed on practical hands-on experience in age-related multimedia art activities. Upon completion, students should be able to demonstrate teaching techniques and acquired hands-on skills.					
<b>REC 217</b>	<b>Maintenance/Facility Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course provides hands-on experience in maintaining equipment and managing a recreational facility. Emphasis is placed on the use of indoor and outdoor recreational facilities and equipment. Upon completion, students should be able to lay out a recreational environment, including equipment that meets safety standards.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>REC 218</b>	<b>Cultural Programs</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					
This course provides a general knowledge of music, dance, and drama required for cultural programming. Emphasis is placed on activity planning and practical skills in cultural arts. Upon completion, students should be able to discuss values, scope, and organizational patterns for cultural programming.					
<b>REC 222</b>	<b>Commercial Recreation &amp; Tourism</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: RED 080					
Corequisites: None					
This course covers job opportunities in the tourism industry. Emphasis is placed on the economic impact of tourism in communities and the job opportunities available through commercial activities. Upon completion, students should be able to describe the economic impact and commercial recreation endeavors within the state.					
<b>REC 224</b>	<b>Leisure &amp; the Aging</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers the basic components of planning leisure programs for older adults. Emphasis is placed on needs and capabilities of older adults, programming techniques, and leadership skills. Upon completion, students should be able to initiate, direct, and coordinate personnel and carry out activities for older adults.					
<b>REC 226</b>	<b>Pathways to Wellness</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: RED 080					
Corequisites: None					
This course introduces the concept of total wellness by making lifestyle changes so that spiritual, mental, and social well-being are attained. Emphasis is placed on current health information and setting health goals and objectives to attain total well-being. Upon completion, students should be able to make positive changes in attaining personal and family wellness.					
<b>RED 080</b>	<b>Introduction to College Reading</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: None					
Corequisites: None					
This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>RED 090</b>	<b>Improved College Reading</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
Prerequisites: RED 080					
Corequisites: None					
This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material.					
<b>REL 110</b>	<b>World Religions</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>REL 211</b>	<b>Introduction to Old Testament</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>REL 212</b>	<b>Introduction to New Testament</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>SAB 110</b>	<b>Substance Abuse Overview</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
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.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>SAB 120</b>	<b>Intake and Assessment</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are based, and stimulation of client introspection. Topics include diagnostic criteria, functions of counseling, nonverbal behavior, collaterals and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process.					
<b>SAB 125</b>	<b>SAB Case Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: SAB 120					
Corequisites: None					
This course provides case management activities, including record keeping, recovery issues, community resources, and continuum of care. Emphasis is placed on establishing a systematic approach to monitor the treatment plan and maintain quality of life. Upon completion, students should be able to assist clients in the continuum of care as an ongoing recovery process and develop agency networking.					
<b>SAB 135</b>	<b>Addictive Process</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150					
Corequisites: None					
This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.					
<b>SAB 140</b>	<b>Pharmacology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course covers the pharmacology of psychoactive drugs and abused chemicals and treatment options. Emphasis is placed on the use of psychoactive drugs and related psychological and social complexities, including models for prevention and treatment. Upon completion, students should be able to understand and identify theories of addiction, major classes of drugs, treatment alternatives, and social repercussions.					
<b>SAB 210</b>	<b>Substance Abuse Counseling</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.					

Course No.	Title	Work Exp/			
		Class	Lab	Clinical	Credit
<b>SAB 215</b>	<b>Arrest Test and Assess</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					
This course covers the legal and ethical responsibilities of criminal justice, medical, and substance abuse fields in the conviction/treatment process for DWI clients. Emphasis is placed on the legal arrest, chain of custody, and court ordered treatment process for the DWI client. Upon completion, students should be able to understand the multidisciplinary responsibility to bring a DWI client through a successful process of conviction and treatment.					
<b>SAB 240</b>	<b>SAB Issues in Client Services</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None					
Corequisites: None					
This course introduces systems of professional standards, values, and issues in substance abuse counseling. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues.					
<b>SOC 210</b>	<b>Introduction to Sociology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 090					
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.					
<b>SOC 213</b>	<b>Sociology of the Family</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					
<b>SOC 220</b>	<b>Social Problems</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090					
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.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>SOC 225</b>	<b>Social Diversity</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: ENG 090, RED 090

Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance.

<b>SPA 111</b>	<b>Elementary Spanish I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-----------------------------	----------	----------	----------	----------

Prerequisites: ENG 090, RED 090

Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

<b>SPA 112</b>	<b>Elementary Spanish II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	------------------------------	----------	----------	----------	----------

Prerequisites: SPA 111

Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

<b>SPA 211</b>	<b>Intermediate Spanish I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	-------------------------------	----------	----------	----------	----------

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.

<b>SPA 212</b>	<b>Intermediate Spanish II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	--------------------------------	----------	----------	----------	----------

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.



Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>SWK 113</b>	<b>Working with Diversity</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Prerequisites: None

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.

<b>TRE 120</b>	<b>Adapted Activities</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
----------------	---------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces activity and equipment adaptations used in recreation in order to improve access for people with disabilities. Topics include adaptations to make sports, games, outdoor activities, dance, and hobbies accessible. Upon completion, students should be able to adapt activities and equipment to fit individual clients' needs and strengths.

<b>TRE 140</b>	<b>Human Body in Health &amp; Disease</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
----------------	---	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the structure and function of the human body in relation to recreational limitations due to diseases and disorders. Emphasis is placed on body systems and medical terminology. Upon completion, students should be able to identify diseases and disorders and their effect on the individual.

<b>WLD 110</b>	<b>Cutting Processes</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
----------------	--------------------------	----------	----------	----------	----------

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.

<b>WLD 111</b>	<b>Oxy-Fuel Welding</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
----------------	-------------------------	----------	----------	----------	----------

Prerequisites: None

Corequisites: None

This course introduces the oxy-fuel welding process. Topics include safety, proper equipment setup, and operation of oxy-fuel welding equipment with emphasis on bead application, profile, and discontinuities. Upon completion, students should be able to oxy-fuel weld fillets and grooves on plate and pipe in various positions.

Course No.	Title	Class	Lab	Work exp/ Clinical	Credit
<b>WLD 112</b>	<b>Basic Welding Processes</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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.					
<b>WLD 115</b>	<b>SMAW (Stick) Plate</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>5</b>
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.					
<b>WLD 116</b>	<b>SMAW (Stick) Plate/Pipe</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>4</b>
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.					
<b>WLD 121</b>	<b>GMAW (MIG) FCAW/Plate</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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.					
<b>WLD 131</b>	<b>GTAW (TIG) Plate</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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.					

Course No.	Title	Class	Lab	Work Exp/ Clinical	Credit
<b>WLD 141</b>	<b>Symbols &amp; Specifications</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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.

<b>WLD 151</b>	<b>Fabrication I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
----------------	----------------------	----------	----------	----------	----------

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

Corequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

<b>WLD 261</b>	<b>Certification Practices</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
----------------	--------------------------------	----------	----------	----------	----------

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.





# FACULTY & STAFF

**ADMINISTRATIVE OFFICERS**

- Robert A. Miller ..... President
- Frederick H. Wilson, Jr. .... Vice President
- Gary W. Morgan ..... Business Manager
- Terry E. Garrison ..... Dean of Workforce Development
- Daniel W. Guin ..... Dean of College Services
- Vanessa R. Jones ..... Dean of Student Development and Advancement Services
- Leo Kelly, Jr. .... Dean of Continuing Education
- Marsha J. Nelson ..... Dean of Curriculum
- A. Gene Purvis ..... Dean of Student Services

**FULL-TIME ADMINISTRATION AND FACULTY**

- Alston, Estelle M. .... Clinical Instructor for Radiography  
A.A., Vance-Granville Community College;  
Certificate — Nuclear Medicine, University of North Carolina at Chapel Hill
- Alston, Glenn D. .... Coordinator/Instructor for Adult Learning Center  
Warren County Campus  
A.A.S., Vance-Granville Community College; B.T. and M.S., Appalachian State University
- Alston, Yvonne M. .... Counselor, Student Support Services  
B.A., North Carolina State University
- Alston-Thompson, Valetter R. .... Instructor, Mathematics  
B.S., Winston-Salem State University; M.Ed., North Carolina State University
- Alvarado, Daniel ..... Counselor for Special Populations  
A.A.S., Community College of the Air Force; B.S., Wayland Baptist University
- Askew, Paula B. .... Program Head/Instructor, Cosmetology  
Vocational Diploma, Edgecombe Technical College
- Bailey, Maria B. .... Pre-Health Advisor  
B.S., Radford University; M.B.A., Meredith College
- Baird, Jr., David H. .... Instructor, Carpentry  
B.A., High Point College
- Ballentine, Angela R. .... Chairperson, Health Education;  
Program Head/Instructor, Radiography  
B.S., Greensboro College; Certificate in Radiologic Technology, Moses H. Cone Memorial Hospital;  
M.Ed. and Ed.D., North Carolina State University
- Beck, Brenda W. .... Coordinator of Admissions and Records  
Associate Degree, Lexington College of Business
- Beck, John J. .... Chairperson/Instructor, General College/College Transfer  
B.A., University of South Carolina; M.A. and Ph.D., University of North Carolina at Chapel Hill
- Behar, Ann C. .... Coordinator/Instructor, Computer Extension Programs  
B.A., Appalachian State University; M.B.A., Meredith College
- Bergeron, Martha S. .... Program Head/Instructor, English  
B.A., Longwood College; M.A., San Diego State University
- Boone, Gloria H. .... Instructor, Office Systems Technology  
B.S., Virginia State University

- Braddy, Allison B. .... Case Manager, Welfare-to-Work  
A.A., Southside Virginia Community College; B.S.W., Barton College
- Brady, Phyllis G. .... Instructor, Biology  
B.A., University of North Carolina at Chapel Hill; M.S., Central Washington University
- Brantley, Crystal W. .... Instructor, English  
B.A., University of North Carolina at Greensboro; M.Ed., North Carolina State University
- Brewer, Frances L. .... Instructor/Developmental Math  
A.S., Averett College; B.S., East Carolina University
- Brewer, Frederick M. .... Program Head/Instructor, Automotive Systems Technology  
Master Certification in Automotive Service Excellence, General Motors Corporation;  
A.A.S., Business Administration, VGCC
- Brockhaus, Beth W. .... Counselor for College Transfer/Health Education  
A.A., St. Mary's Junior College; B.A. and M.A., Appalachian State University
- Brown, Theresa L. .... Lead Instructor, Cosmetology  
Diploma, Vance-Granville Community College
- Bullock, Towyna ..... Instructor, Electrical/Electronics  
Vocational Diplomas, Vance-Granville Community College
- Bullock, Verna S. .... Instructor, Business Administration  
B.A., Allen University; M.B.A., North Carolina Central University
- Capps, Althea "Vonda" W. .... Instructor, Nursing  
B.S.N., University of North Carolina at Chapel Hill
- Capriola, Julie C. .... Coordinator/Instructor, Nursing Assistant Program  
A.A.S., Genesee Community College; B.S., State University College at Fredonia
- Care, Tammy L. .... Program Head/Instructor, Medical Assisting  
M.T., Bowman Gray/N.C. Baptist Hospital; B.S., Campbell University
- Casper, Jr., G. Morrison ..... Instructor/Coordinator, Reading  
B.A., Lenoir Rhyne College; M.A.C.I., University of North Carolina at Chapel Hill;  
M.Ed., North Carolina State University; M.A., North Carolina Central University
- Cease, Susan S. .... Instructor, Information Systems  
B.B.A., Campbell University; M.S., East Carolina University
- Chandler, Camille ..... Coordinator/Instructor, Adult Learning Center  
South Campus  
A.A., Sandhills Community College; A.B., University of North Carolina at Chapel Hill;  
M.A., North Carolina State University
- Chaves-Smith, Margaret ..... Instructor, Spanish  
B.A., University of Costa Rica; M.A., University of Southern Mississippi
- Clark, Frank A. .... Coordinator of Financial Aid  
A.B., Davidson College
- Critcher, Delores C. .... Instructor, Developmental English  
A.A., Vance-Granville Community College; B.A., North Carolina State University
- Dameron, Oren J. .... Instructor, Air Conditioning, Heating  
and Refrigeration Technology  
License, Heating and Air Conditioning, State of North Carolina

- Davis, Francine D. .... Program Head/Instructor, Practical Nursing  
 B.S.N., University of North Carolina at Chapel Hill;  
 M.P.H., University of North Carolina School of Public Health
- Davis, Denise R. .... Educational Specialist, JTPA  
 A.S., Kittrell College
- de Kock, Daniel L. .... Instructor, Electronics Engineering Technology  
 B.S., University of Capetown South Africa; M.S., Queens University
- Dillard, Elton Leon ..... Program Head/Instructor, Electrical/Electronics Technology  
 Diploma, Vance-Granville Community College
- Duncan, Ella R. .... Instructor of Basic Skills  
 B.S., Shaw University
- Edgerton, Blondelle T. .... Educational Specialist, WIA  
 B.A., East Carolina University
- Edwards, James D. .... Director of Marketing  
 B.A., East Carolina University
- Elliott, Jr., Garland S. .... Director of Economic Development Services  
 Certified Master Mechanic
- Evans, Billie J. .... Program Head/Instructor, Information Systems  
 B.S.B.E. and M.B.A., East Carolina University
- Faulkner, Kendra L. .... Instructor, Information Systems  
 A.A., Louisburg College; B.S., North Carolina Wesleyan College;  
 M.S., Nova Southeastern University
- Feezor, Karen D. .... Instructor, Business Administration  
 B.A. and M.S., North Carolina State University
- Ferruccio, Kenneth R. .... Instructor, English  
 B.A., Suffolk University; M.A., Miami University
- Fields, Lisa B. .... Instructor, Nursing  
 A.S., Louisburg College; A.S., Vance-Granville Community College;  
 B.S.N. and M.S.N., University of North Carolina at Chapel Hill
- Finch, Diane P. .... Director of Small Business Center;  
 Coordinator, Cooperative Education  
 Diploma, Henderson Business School
- Fleming, Amy L. .... Instructor, Commercial Cleaning and Employment Readiness  
 B.S., Virginia Commonwealth University; M.A., Carolina University of Theology
- Fleming, Roxanne R. .... Director of Personnel & Institutional Effectiveness  
 B.A. and M.Ed., North Carolina State University
- Foster, Carolyn W. .... WIA Instructor/Educational Specialist  
 B.A., Shaw University
- Frandsen, Wendy J. .... Program Head, Developmental Studies/Instructor, English  
 B.A. and M.A., University of Tennessee
- Freeman, Gloria C. .... Instructor, Psychology  
 A.B., East Carolina University; M.A., North Carolina Central University
- Fuller, Mary A. .... Assistant Coordinator/Advisor, Warren County Campus  
 A.A.S., Vance-Granville Community College; B.A., Southeastern Baptist Theological Seminary



- Gant, Brenda P. .... Instructor for Adult High School, KJCC  
B.S., East Carolina University; M.E. and M.S.P.H, University of North Carolina at Chapel Hill
- Gardner, Jr., James E. .... Assistant Instructor for Cosmetology  
Diploma in Cosmetology, Fayetteville Beauty College;  
Diploma in Cosmetology Instruction, Fayetteville Beauty College
- Garrison, Cornelia W. .... Coordinator/Instructor for Literacy  
B.S., Campbell University
- Garrison, Scott C. .... Program Head/Instructor for Fine Arts/Humanities  
B.F.A., University of Denver; M.F.A., Rochester Institute of Technology
- Garrison, Terry E. .... Dean of Workforce Development  
B.A., North Carolina Central University;  
M.S., North Carolina Agricultural and Technical State University
- Gill, Denise B. .... Manager, DayCare Center  
B.A., Meredith College
- Gill, Donna A. .... Coordinator of Open Computer Labs  
A.A.S., Vance-Granville Community College
- Graham, Patricia P. .... Special Assistant to the President
- Gresham, Andrea H. .... Instructor, Criminal Justice — High School  
B.S., North Carolina Central University
- Grissom, Susan W. .... Director, Workplace Literacy/Special Populations/  
Community-Based Sites  
B.A., North Carolina Wesleyan College;  
Master Teacher and Reading Specialist, East Carolina University
- Guerrant, Susan M. .... Instructor, Office Systems Technology /  
Information Systems Technology  
A.A., Vance-Granville Community College; B.S., North Carolina State University
- Guin, Daniel W. .... Dean of College Services  
B.S.B.A., East Carolina University; M.Ed., North Carolina State University
- Hale, James E. .... Chairperson, Commerce and Technical Education  
A.A., Louisburg College; B.S., Atlantic Christian College;  
M.B.A., East Tennessee State University
- Hall, Evelyn L. .... Instructor, Office Systems Technology  
A.S., Peace College; B.S. and M.B.A., Meredith College
- Hall, Linda B. .... Program Head/Instructor, Office Systems Technology  
B.A., Meredith College; M.S. North Carolina Central University
- Hann, Jr., Carl E. .... Instructor, Business Administration  
B.S., Chowan College
- Hargrove, Steven .... Instructor, Criminal Justice — High School  
B.S., North Carolina Central University
- Harris, Evelyn L. .... Instructor, Information Systems  
A.A., Louisburg College; B.S., University of North Carolina at Greensboro;  
M.B.A., Wake Forest University
- Harris, Faith C. .... Instructor, Information Systems/Network Administration and Support  
A.A.S., Vance-Granville Community College; B.S., Barton College

- Harris, Kimberly N. .... Instructor, Business Administration  
 B.A., University of North Carolina at Chapel Hill
- Heath, Jacquelin M. .... Program Head/Instructor,  
 Early Childhood Associate: Teacher Associate  
 B.S. and M.S., North Carolina Agricultural and Technical State University
- Henderson, George A. .... Director/Recruiter of Continuing Education for Basic Skills  
 B.S., Mars Hill College
- Hendricks, Veronica A. .... Instructor, Nurses Aide I and II  
 A.D.N., Vance-Granville Community College; B.S.N., University of North Carolina at Chapel Hill
- Hight, Teresa J. .... Assistant Instructor, Cosmetology  
 Diploma, Vance-Granville Community College
- Hill, Renee Y. .... Instructor, Associate Degree Nursing  
 B.S.N., University of North Carolina at Chapel Hill; M.L.S., North Carolina State University
- Holt, Helen W. .... Instructor, English  
 B.A., Salem College; M.A., East Carolina University
- Howell, Kimberly D. .... Instructor, Office Systems Technology  
 A.A., Louisburg College; B.S. and M.Ed., East Carolina University
- Hudgins, Beverly F. .... Instructor, Nursing  
 B.S.N. and M.S.N., Duke University
- Hudson, Robert C. .... Program Head/Instructor, Industrial Maintenance Technology  
 A.A.S. and B.S., Virginia Technical Institute and State University
- Huffaker, William Michael .... Instructor, Biology  
 B.S. and M.S., Morehead State University
- Jackson, Jane K. .... Program Head/Instructor, Recreation and Leisure Studies  
 B.S., High Point College
- Jackson, Nancy C. .... Assistant Instructor, Cosmetology  
 Diploma, Vance-Granville Community College
- Jackson, Roxanne D. .... Instructor, Business Administration  
 A.A.B.A., St. Louis Community College; B.S.B.A. and M.B.A., University of Missouri at St. Louis
- Jenkins, Dana H. .... Instructor, Mathematics  
 B.S., Wake Forest University; M.A., University of North Carolina at Greensboro
- Jenkins, Sheila Y. .... Instructor, Computer Extension Programs  
 Diploma, ECPI
- Johnson, Angela G. .... Instructor, Criminal Justice Technology  
 B.S., Fayetteville State University
- Johnson III, Frank A. .... Instructor, Electrical/Electronics Technology  
 Diploma, Vance-Granville Community College
- Johnson, Jennifer B. .... Instructor, Radiography  
 Certificate, Moses H. Cone School of Radiologic Technology; B.S. Greensboro College;  
 M.Ed., University of North Carolina at Greensboro
- Johnson, Jennifer M. .... Instructor, Early Childhood Education  
 B.S., Wake Forest University; M.A., University of North Carolina at Greensboro

- Johnson, Tondelayo A. .... Instructor for Basic Skills, Kittrell Job Corps Center  
B.B.A., Howard University
- Jones, Ernestine D. .... Lead Instructor, Cosmetology  
Certificate, Sir Walter Beauty Academy
- Jones, JoAnna F. .... Program Head/Instructor, Accounting/Business Administration  
A.A.S., Hardbarger Jr. Business College; B.A., North Carolina Wesleyan College;  
M.B.A., Meredith College
- Jones, Sylvia A. .... Coordinator, WIA & Class Size Projects  
B.S., Bennett College; M.S., University of Southern California, Los Angeles
- Jones, Vanessa R. .... Dean of Student Development and Advancement Services  
B.A., North Carolina Agricultural and Technical State University;  
M.A., North Carolina Central University
- Jones, William J. .... Program Head/Instructor, Welding Technology  
A.A.S., Roanoke-Chowan Community College
- Kelly, Jr., Leo ..... Dean of Continuing Education  
B.S., North Carolina Central University;  
M.S., North Carolina Agricultural and Technical State University
- Ktul, Katherine M. .... Registrar  
A.S., Alfred State College; B.S., Cornell University; M.S., North Carolina State University
- Laspina, Kathy D. .... Instructor, Information Systems  
A.A.S., Vance-Granville Community College; B.S., East Carolina University
- Lewis, Jr., Kenneth A. .... Director of Information Technology  
A.S., Nash Community College; B.S. and M.S., East Carolina University
- Lindsey, Helen D. .... Coordinator, Student Support Services  
B.S., Johnson C. Smith University;  
M.A., School Counseling, and M.A., Administration, North Carolina Central University
- Litzenberger, Robert H. .... Instructor, Office Systems Technology  
B.A., State University of New York College at Buffalo
- May, Bobbie Jo C. .... Coordinator, Franklin County Campus
- Mayes, Mateland R. .... Instructor, Information Systems  
B.S., Wake Forest University
- McCullough, Laura J. .... Instructor, English/Developmental Studies  
B.A. and M.A., Slippery Rock University
- McDaniel, Tisha B. .... WIA Job Developer
- McGrady, Stephen D. .... Program Head/Instructor, Biology/Chemistry  
B.S., Wake Forest University; M.S., University of North Carolina at Chapel Hill
- McKaughan, Joshua L. .... Instructor, History  
B.A., University of North Carolina at Chapel Hill;  
M.A., University of North Carolina at Greensboro
- Meeks, Jennifer D. .... Coordinator of Distance Education  
B.A. and M.A., East Carolina University

- Miller, Robert A. .... President  
 B.S.B.A., University of North Carolina at Chapel Hill; M.A.Ed, East Carolina University
- Mondou, Philip M. .... Instructor, Biology  
 B.S., Washington University; B.A., Utica College of Syracuse University;  
 M.A., Mount Holyoke College
- Morgan, Gary W. .... Business Manager  
 B.S.B.A., East Carolina University
- Moss, Tomeka C. .... Lead Instructor, Cosmetology  
 Diploma, Vance-Granville Community College
- Murdock, Marie H. .... Program Head/Instructor, Early Childhood Associate  
 B.A., East Carolina University; M.S., Nova University
- Nelms, Patsy C. .... Instructor, Associate Degree Nursing  
 B.S.N., East Carolina University
- Nelson, Marsha J. .... Dean of Curriculum  
 B.S., East Carolina University; M.Ed., North Carolina State University
- Newell, Milltrene B. .... Instructor/Coordinator of Literacy  
 B.S., Fayetteville State University; M.A., North Carolina Central University
- Noble, Lauren B. .... Instructor, Radiography  
 B.S., University of North Carolina at Chapel Hill; M.S. and Ed.D., North Carolina State University
- Nowell, Jo Ellen M. .... Publications Coordinator  
 B.A., University of North Carolina at Chapel Hill
- Nowell, Tommy T. .... Facilities Manager  
 B.S., East Carolina University
- Oakley, Brenda G. .... Instructor, Computer Extension Program  
 Microcomputer Systems Technology, Vance-Granville Community College
- Oakley, Sondra H. .... Director, Learning Resources Center  
 A.A., Louisburg College; B.A., North Carolina State University;  
 M.L.S., University of North Carolina at Chapel Hill
- Olson, Tanya S. .... Instructor, Developmental English and Reading  
 B.A., St. Andrews Presbyterian College; M.A., University College of Dublin;  
 Ph.D., University of North Carolina — Greensboro
- Owen, Randy W. .... Instructor/Assistant to the Coordinator  
 of Public Services  
 Certification: EMT Intermediate Instructor; American Heart Association (CPR) Instructor;  
 N.C. Fire Instructor; N.C. Department of Justice Instructor
- Palmer, Reuben R. .... Instructor, Carpentry  
 Diploma, Vance-Granville Community College
- Patton, Judith W. .... Instructor, Information Systems  
 B.S., M.S.B.E., C.A.S., University of North Carolina at Greensboro
- Peace, Ernestine J. .... Accounting Supervisor  
 B.A., St. Augustine's College
- Peace, Laura P. .... Instructor, Computer Extension Programs  
 Certificate, Microcomputer Systems Technology, Vance-Granville Community College

- Pendergrass, Tony R. .... Coordinator/Instructor of Law Enforcement  
A.A.S., Vance-Granville Community College
- Phillips, Beth C. .... Director/Instructor, Associate Degree Nursing  
A.D.N., Waukesha County Technical Institute, Waukesha, WI;  
B.S.N., East Carolina University; M.S.N., Duke University
- Pittard, Laura W. .... Instructor, Developmental Math  
B.S., Furman University
- Powell, Jr., James R. .... Instructor, English  
B.A., University of North Carolina at Chapel Hill; M.A., North Carolina State University
- Powell, Lydia C. .... Program Head/Instructor, Psychology  
B.A., Wake Forest University; M.S., North Carolina Central University
- Price, Nancy V. .... Asst. Coordinator/Counselor, Franklin County Campus  
B.A., Meredith College; M.Ed., East Carolina University
- Purvis, A. Gene ..... Dean, Student Services  
B.S., Appalachian State University; M.Ed., North Carolina State University
- Randall, Aaron J. .... Program Head/Instructor, Sociology  
B.A., University of North Carolina at Greensboro;  
M.A., University of North Carolina at Chapel Hill
- Richardson, Charlotte A. .... Assistant Instructor, Cosmetology  
Certificate, Vance-Granville Community College
- Richardson, Iris F. .... Assistant Instructor, Cosmetology  
A.A.S. and Diploma, Vance-Granville Community College
- Robinson, Ronnie T. .... Instructor, Criminal Justice Technology  
A.A.S., Vance-Granville Community College
- Rogers, Victoria R. .... Instructor, Basic Skills  
B.S.W., Temple University
- Schrifer, Michael S. .... Instructor, Criminal Justice — High School  
A.A.S., Vance-Granville Community College; B.A.S., Campbell University
- Selby, Patricia K. .... WIA/OJT Placement Specialist  
B.A., College of New Rochelle
- Settles, Daniel L. .... Instructor, Biology  
B.A., University of Rochester; Ph.D., Duke University
- Shafer, Carl R. .... Program Head/Instructor, Math/Physics  
B.S., Bradley University; A.M., Washington University at St. Louis;  
Ph.D., University of Colorado at Boulder
- Silver, Joyce S. .... Assistant Instructor, Cosmetology  
Diploma, Nash Technical Community College
- Slaughter, Wilbur O. .... Instructor, Welding Technology  
Diploma, Vance-Granville Community College
- Smith, Barbara J. .... Coordinator of Career Center  
Diploma, Pitt Community College; Advanced Certification
- Smith, Rita P. .... Instructor, English  
B.A., Davis and Elkins College; M.A., North Carolina Central University

- Smith, Wesley E. .... Program Head/Instructor,  
Air Conditioning, Heating and Refrigeration Technology  
Diploma, Vance-Granville Community College
- Spencer, Jerry L. .... Instructor, Criminal Justice Technology  
A.S., Durham Technical Community College; B.S., Mount Olive College
- Stevens, Janice M. .... Instructor, English  
B.A., Michigan State University; M.A., Central Michigan University
- Swilley, Christal E. .... Instructor, Office Systems Technology  
B.A., North Carolina State University
- Tart, James J. .... Program Head/Instructor, Electronics Engineering Technology  
Technical Diploma, Capital Radio Engineering Institute;  
A.A.S., Vance-Granville Community College; B.S., Liberty University
- Taylor, Thelma P. .... Instructor, Industrial Sewing
- Terry, Mozelle N. .... Instructor, Medical Assisting  
A.S., Vance-Granville Community College; B.S.N. and M.A., North Carolina Central University
- Terry, Orlando R. .... Instructor, Information Systems  
B.S., North Carolina Agricultural and Technical State University
- Thomas, Angela M. .... Radiography Clinical Coordinator  
A.S., Pitt Community College
- Thomas, Phyllis A. .... Assistant Coordinator/Counselor, South Campus  
B.A. and M.Ed., University of North Carolina at Greensboro
- Thomas, Dana R. .... Lead Instructor, Cosmetology  
Diploma, Vance-Granville Community College
- Townes, Duane A. .... Coordinator, Welfare-to-Work  
B.A., North Carolina Central University
- Tucker, Spring W. .... Instructor, Information Systems  
B.S., Meredith College
- Tunstall, Keith ..... Instructor, Carpentry  
Vocational Diploma, Vance-Granville Community College
- Tunstall, Nancy A. .... Coordinator, Warren County Campus  
and Instructor, Information Systems  
A.A., Surry Community College; A.A.S., Vance-Granville Community College;  
B.S. and M. A., Wake Forest University
- Turner, Rudolph M. .... Instructor, Mathematics  
B.S., Winston-Salem State University; M.S., North Carolina State University
- Tyndall, Curtis L. .... Coordinator/Instructor, Public Services  
Certification: Fire Service Instructor; EMT Instructor; Fire Fighter III; BCLS Instructor;  
Criminal Justice Instructor; EMS; N.C. Fire Inspector Level III, State of North Carolina
- Uchebo, Nwamaka A. .... Assistant Instructor, Cosmetology  
Certificate, De Shazaar's Beauty School; Diploma, Arnold's Beauty School
- Wallace, Tracy L. .... Program Head/Instructor, Human Services Technology  
B.A. and M.A., East Carolina University

- Washington, Herbert Y. .... Vocational Advisor  
A.A.S., Vance-Granville Community College; B.S., North Carolina Wesleyan College;  
M.B.A., Campbell University
- Weaver, Lynette M. .... WIA Educational Specialist  
B.S., University of North Carolina at Chapel Hill
- Wheeler, Cecelia B. .... Coordinator of South Campus  
B.A., Mars Hill College; M.A., Appalachian State University
- Wheeler, James H. .... Chairperson, Public Service & Vocational Education  
and Instructor, Business Administration  
A.A.S., Vance-Granville Community College; B.A., North Carolina Wesleyan College;  
M. Economics, North Carolina State University
- White, Michael M. .... Instructor, Office Systems Technology  
A.A.S., Roanoke-Chowan Technical Community College;  
B.B.A., North Carolina Central University
- White, Philip M. .... Coordinator of Prison Programs  
C.S., Western Carolina University; B.S. and M.Ed., North Carolina State University
- Williams, Dorothy M. .... Coordinator, Human Resource Development  
B.S. and M.S., North Carolina Agricultural and Technical State University
- Williams, Robin S. .... Case Manager, Welfare-to-Work  
B.A., University of North Carolina at Greensboro
- Willis, Stephen J. .... Instructor, Office Systems Technology  
B.S., North Carolina Wesleyan College; M.B.A., Campbell University
- Wilson, Jr., Frederick H. .... Vice President  
B.S., North Carolina State University; M.S., North Carolina Central University
- Wilson, Katherine E. .... Welfare-to-Work Job Developer  
B.S., Elizabeth City State University
- Wood, Debra A. .... Instructor, Associate Degree Nursing  
B.S.N., University of Delaware; M.S.N., University of Pennsylvania
- Wood, Robert G. .... Program Head/Instructor,  
Business Administration: Operations Management  
B.S., North Carolina State University; M.B.A., North Carolina Central University
- Yancey, Tina L. .... Chief GED Examiner  
B.A., North Carolina A & T State University

# SUPPORT STAFF

# FACULTY AND STAFF

Abbott, Lorraine S. ....	Benefits Specialist
Andrews, Catherine R. ....	Library Clerk
Bender, Daniel H. ....	Open Lab Technician
Blanchard, Pamela L. ....	Assistant Bookstore Manager
Bowman, Glenda W. ....	Financial Aid Assistant
Brisson, Julie J. ....	Resource Room/Open Lab Technician
Bush, Jr., Roy Z. ....	Computer Technician
Coleman, Edith E. ....	Tutor, Student Support Services
Currin, Kay C. ....	Personnel/Facilities Specialist
Daniel, Margaret T. ....	Day Care Cook
Davis, Barbara N. ....	Technical Assistant, OST Center
Dawes, Yamika W. ....	Tutor, Student Support Services
Evans, Lisa R. ....	Budget/Audit Coordinator
Fuller, Gerald P. ....	Public Information Officer
Gallatin, Teresa ....	Child Care Specialist
Grissom, Anthony V. ....	Computer Software Specialist
Hargrove, Trudy E. ....	Open Lab Technician/Secretary
Harris, Deborah J. ....	Child Care Specialist
Harris, Pamela J. ....	Child Care Specialist
Harvey, Jessica L. ....	Technical Assistant, LRC
Hughes, Katherine H. ....	Child Care Specialist
Jackson, Roger L. ....	Bookstore Manager
Keil, Suzanne ....	Research Specialist
Mabry, Edith L. ....	Accounting Technician/Accounts Receivable
McCall, Shelia H. ....	Lead Accounting Technician
McMannen, Mary H. ....	Accounting Technician/Purchasing
Moody, Michelle E. ....	Child Care Specialist
O'Geary, Amy E. ....	Assistant to the Coordinator of Admissions and Records/ Testing Specialist
O'Neal, Scott K. ....	Administrative Assistant/ Tutor Supervisor, Student Support Services
Overby, Jason D. ....	Computer Technician
Overby, Marsha R. ....	Accounting Technician/Cashier
Owen, Tonya J. ....	Financial Aid Assistant
Pegram, Rhonda R. ....	Child Care Specialist
Pulley, Norma R. ....	LEIS Specialist
Reavis, Nick A. ....	Part-Time Security
Roberson, Preston ....	Part-Time Security
Rose, Jerry D. ....	Financial Aid Officer
Saunders, C. Craig ....	Print Shop Manager
Schuster, Rose Marie ....	Tutor, Student Support Services
Sherron, Lynn E. ....	Day Care Manager, Franklin County Campus
Small, Dennis D. ....	Part-Time Security
Small, Ricky D. ....	Print Shop/Civic Center Technician
Sullivan, Deborah F. ....	Career Center Assistant
Watkins, Vickie S. ....	Computer Systems Administrator
Wilkinson, Ellen H. ....	Child Care Specialist
Williamson, Susan H. ....	Accounting Technician/Payroll
Wortham, Elizabeth M. ....	Assistant Publications Coordinator
Yancey, Kenneth E. ....	Security Officer/Evening Coordinator



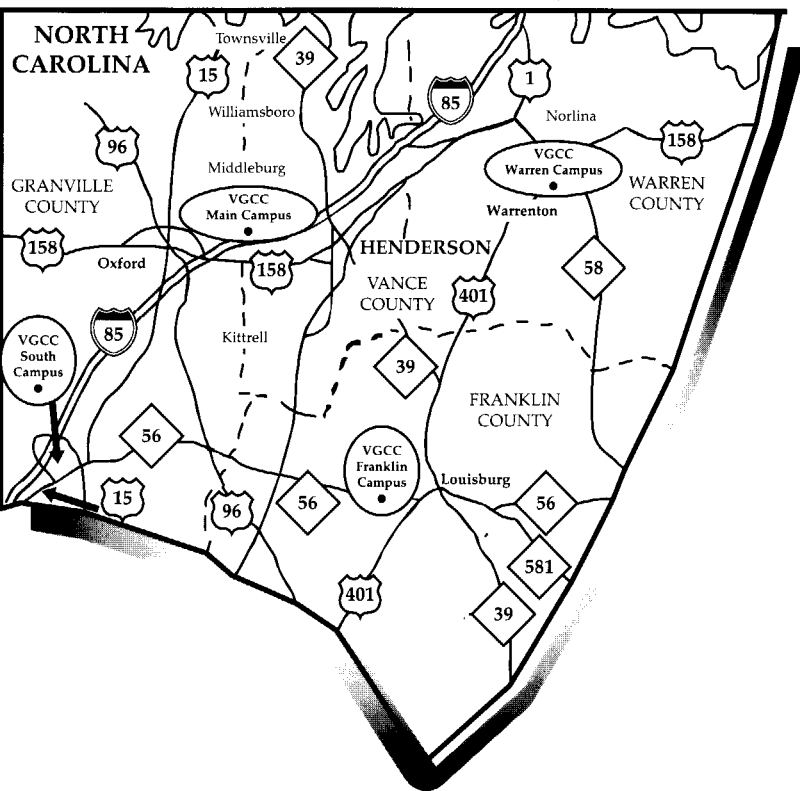
## CLERICAL STAFF

Allen, Jennifer S. .... Secretary, Computer Extension and Nursing Assistant Programs  
Ayscue, Carolyn P. .... Secretary/Receptionist, Financial Aid Office  
Ayscue, Nancy A. .... Printshop/Bookstore Assistant  
Ball, Deanna P. .... Secretary for Curriculum  
Boos, Susan Y. .... Clerical Assistant, Literacy  
Brewer, Gina W. .... Secretary, Economic Development/Law Enforcement  
Brodie, Irma B. .... Receptionist  
Cash, Geraldine ..... Receptionist/Secretary, South Campus  
Davis, Michael J. .... Assistant to the Coordinator of Admissions and Records  
Dickerson, Claudette F. .... Assistant to the Coordinator of Admissions and Records  
Dodson, Donna V. .... Secretary, Dean of Continuing Education  
Forsythe, Lori L. .... Assistant to the Coordinator of Admissions and Records  
Foster-Hill, Willie Mae ..... WIA Secretary/Intake Specialist  
Fuller, Rebecca D. .... Faculty Secretary  
Hudgins, Faith A. .... Secretary, Franklin County Campus  
Hughes, Debra D. .... Secretary to Business Manager/Accounting Technician  
Jackson, Cindy F. .... Secretary to Dean of Student Development & Advancement Services  
Jackson, Kimberly E. .... Secretary, Vice President  
Miller, Susan ..... Secretary to Dean of Student Services  
Newton, Sandra M. .... Secretary, Director of Plant Operations  
Perkinson, April A. .... Secretary for President's Office and Dean of Workforce Development  
Proctor, Alison L. .... Secretary, Dean Of College Services/Director of Small Business Center  
Rain, Copper ..... Secretary, Marketing  
Silver, Bonnie W. .... Secretary, Warren County Campus  
Slaughter, Carol P. .... Secretary, Student Services  
Smith, Theodora G. .... Assistant to Coordinator of Admissions and Records  
Stainback, Audrey S. .... Faculty Secretary  
Steed, Deanna W. .... Secretary/Intake Specialist, Welfare-to-Work  
Stephens, Dorothy W. .... Records Specialist, Continuing Education  
West, Jean R. .... Secretary to Dean of Curriculum  
Wheeler, Mae W. .... Secretary, Franklin County Campus

## PLANT OPERATIONS STAFF

## FACULTY AND STAFF

Anderson, Robin M. ....	Night Custodian
Barnette, Grover L. ....	Night Custodian
Brooks, Charles L. ....	Custodian, South Campus
Brooks, Lillian W. ....	Custodian
Burnett, Michael ....	Maintenance Technician
Currin, Kent E. ....	Maintenance Technician
Grissom, Andy G. ....	Maintenance Technician
Hargrove, James ....	Part-Time Custodian
Hargrove, Joseph ....	Custodian
Hatcher, Rux ....	Night Custodian
Jones, Mary A. ....	Custodian
Miller, Beatrice ....	Part-Time Custodian, Franklin County Campus
Morgan, Edward J. ....	Groundskeeper/Custodian
Nicholas, Lucille H. ....	Part-Time Housekeeper, Warren County Campus
Person, Tony L. ....	Custodian
Puckett, Jack ....	Director of Plant Operations
Richardson, Murtha ....	Custodian
Singley, Carolyn S. ....	Custodian
Townes, Stanley ....	Custodian, Franklin County Campus
Whiten, Richard J. ....	Maintenance Assistant



## VANCE-GRANVILLE COMMUNITY COLLEGE

### MAIN CAMPUS

Intersection of Interstate 85 and Poplar Creek Road (Exit 209)  
Midway between Henderson, N.C. and Oxford, N.C.

### SATELLITE CAMPUSES

#### Warren County Campus

U.S. 158 Business  
Ridgeway St. and Spring St.  
Warrenton, N.C.

#### South Campus

Butner-Creedmoor Highway  
Intersection of I-85  
and N.C. 56

#### Franklin County Campus

8100 N.C. 56 Highway  
Louisburg, N.C.