

2019-2020  
**Student Catalog**



*Your Gateway To Endless Possibilities*

[www.vgcc.edu](http://www.vgcc.edu)

## ACCREDITATION

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

## APPROVALS

*Vance-Granville Community College is approved by the:*

- NAEYC Early Childhood Associate Degree Accreditation
- 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
- MAERB Medical Assisting Education Review Board Accreditation
- North Carolina Division of Vocational Rehabilitation
- North Carolina Fire and Rescue Commission
- North Carolina State Approving Agency for Veterans and Military Education Programs
- North Carolina Board of Cosmetic Art Examiners
- North Carolina Office of Emergency Services
- North Carolina Division of Health Service Regulation
- North Carolina Sheriffs' Education and Training Standards Commission
- North Carolina Criminal Justice Education and Training Standards Commission
- North Carolina State Bar Board of Paralegal Certification
- Automotive Service Excellence - National Automotive Technicians Education Foundation
- Council for Standards in Human Service Education

## MEMBERSHIP

*Vance-Granville Community College is a member of the following:*

- North Carolina Community College System
- Southern Association of Colleges and Schools
- American Association of Community Colleges

## CATALOG INFORMATION

Vance-Granville Community College has made every reasonable effort to determine that everything stated in this catalog is accurate at the time of publication. However, the N.C. General Assembly, the State Board of Community Colleges or the VGCC Board of Trustees may make changes in policy, graduation requirements, fees and other charges, curriculum course structure and content, and other such matters after the publication of this catalog. The N.C. General Assembly may make changes in tuition without notice. The official version of the college catalog can be found at [www.vgcc.edu](http://www.vgcc.edu) or by contacting the Vice President of Learning, Student Engagement & Success.

*Vance-Granville Community College is an equal opportunity institution. The College serves all students regardless of race, creed, color, age, sex, national origin, or disabling conditions.*

*Vance-Granville Community College is a Tobacco-Free College.*

*The College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991 prohibiting discrimination with regard to disabilities.*

**DIRECTORY INFORMATION**

Vance-Granville Community College

**MAIN CAMPUS**

200 Community College Road  
 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**

**Franklin County Campus**

8100 N.C. 56 Highway  
 P.O. Box 777  
 Louisburg, NC 27549  
 Phone: (919) 496-1567  
 Fax: (919) 496-6604

**South Campus**

1547 South Campus Drive  
 P.O. Box 39  
 Creedmoor, NC 27522  
 Phone: (919) 528-4737  
 Fax: (919) 528-1201

**Warren County Campus**

210 West Ridgeway Street  
 P.O. Box 207  
 Warrenton, N.C. 27589  
 Phone: (252) 257-1900 • Fax: (252) 257-3612

**DIRECTORY OF CORRESPONDENCE**

Inquiries will receive prompt attention if addressed to the appropriate Administrative Office listed 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..... Director of Advising & College Success  
 Academic Policies and Faculty .... Vice President of Learning, Student Engagement & Success  
 Administrative Affairs..... President  
 Admissions..... Director of Admissions & Records  
 Bookstore..... Vice President of Finance and Operations  
 Building Usage ..... Facilities Manager  
 Buildings and Grounds ..... Director of Plant Operations  
 Community Services ..... Dean of Continuing Education & College+Career Readiness  
 Curriculum, Instruction ..... Vice President of Learning, Student Engagement & Success  
 Employment..... Director of Human Resources  
 Occupational Extension .... Dean of Continuing Education & College+Career Readiness  
 Financial & Veterans' Assistance ..... Director of Financial Aid  
 Fiscal and Business Affairs ..... Vice President of Finance and Operations  
 Human Resources Development.... Dean of Continuing Education & College+Career Readiness  
 Industrial Services..... Director of Customized Training  
 Student Job Placement..... Director of Career Services  
 Library ..... Director of Library Services  
 Literacy Education ..... Department Chair, Basic Skills  
 Placement Testing/Student Assessment..... Dean of Student Retention & Success  
 Public Information/News Media ..... Director of Marketing  
 Registration/Student Records ..... Director of Admissions & Records or Registrar  
 Small Business ..... Director of Small Business Center  
 Student Activities and Athletics.... Director of Student Activities and Athletics  
 Transcripts..... Director of Admissions & Records  
 Workforce Innovation and Opportunity Act ..... Director of WIOA

## MESSAGE FROM THE PRESIDENT

Welcome to Vance-Granville Community College! We are delighted you have selected our College to continue your education. The dedicated faculty and staff at VGCC are here to educate, inspire and support you, so that you can prepare to enter a career or transfer to a university. VGCC offers the educational foundation you will need to be successful.



This catalog serves as a "roadmap" providing you with valuable information about our college programs and services designed to help you meet your educational and career goals. It also includes information about short-term workforce training designed to get you into the world of work quickly. Information on adult high school equivalency programs and personal enrichment courses can be found here as well.

We serve our students in a variety of settings including classrooms and labs on our four campuses, on-site at locations throughout our communities, and online. The College offers opportunities to learn outside of the classroom through work-based learning, practicums, apprenticeships, student organizations and clubs.

I hope you will take advantage of the many support services we offer, such as academic advising and counseling, free tutoring, and mentoring programs. We are here to help you in any way we can, both in and out of the classroom. Vance-Granville students benefit from incredible community generosity, which translates into hundreds of scholarship opportunities. The VanGuarantee scholarship program guarantees that every student residing in the four-county area we serve can afford a college education.

Welcome to the Vanguard family!

*Dr. Rachel Desmarais*

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**VANCE-GRANVILLE COMMUNITY COLLEGE  
2019-2020 ACADEMIC CALENDAR**

**SEMESTER SYSTEM**

Vance-Granville Community College operates on the semester system. The fall and spring semesters are 16 weeks (80 days) in length. The summer term is 8 weeks (40 days) in length. In addition, mini-terms are offered during fall, spring and summer semesters. These include 12, 8, and 4 week terms. Each mini-term has a census date, add/drop period, and withdrawal dates that are published in ARCHES, Vance-Granville Community College's registration bulletin.

**Fall Semester 2019**

|                    |                  |  |
|--------------------|------------------|--|
| August 19          | Monday           | Curriculum Classes Begin (16-Wk & 1st 8-Wk)  |
| August 20          | Tuesday          | Last Day To Add A Class (1st 8-Wk)*  |
| August 21          | Wednesday        | Last Day To Add A Class (16-Wk)*   |
| August 22          | Thursday         | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (1st 8-Wk) |
| August 28          | Wednesday        | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (16-Wk)    |
| September 2        | Monday           | Labor Day Holiday (College Closed)   |
| September 17       | Tuesday          | Curriculum Classes Begin (12-Wk)   |
| September 18       | Wednesday        | Last Day to Add a Class (12-Wk)*   |
| September 24       | Tuesday          | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (12 Wk)    |
| September 30       | Monday           | Last Day to Withdraw With "W" Grade (1st 8-Wk)   |
| October 7, 8       | Monday, Tuesday  | Fall Break (College Open-No CU Classes)  |
| October 16         | Wednesday        | Curriculum Classes End (1st 8-Wk)  |
| October 17         | Thursday         | Curriculum Classes Begin (2nd 8-Wk)  |
| October 18         | Friday           | Last Day To Add A Class (2nd 8-Wk)*  |
| October 22         | Tuesday          | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (2nd 8-Wk) |
| November 11        | Monday           | Veterans Day Holiday (College Closed)  |
| November 14        | Thursday         | Last Day To Withdraw With "W" Grade (16 & 12-Wk)   |
| November 27        | Wednesday        | Professional Development Day (No CU Classes)   |
| November 28, 29    | Thursday, Friday | Thanksgiving Holiday (College Closed)  |
| December 4         | Wednesday        | Last Day To Withdraw With "W" Grade (2nd 8-Wk)   |
| December 17        | Tuesday          | Curriculum Classes End (16, 12 & 2nd 8-Wk)   |
| December 23        | Monday           | Optional Workday   |
| December 24-Jan. 1 |                  | Winter Break (College Campuses Closed)   |

**Vanguard Holiday 4 Week Mini Term**

|             |          |   |
|-------------|----------|---|
| December 5  | Thursday | Last Day to Register  |
| December 9  | Monday   | Curriculum Classes Begin  |
| December 10 | Tuesday  | Last Day For A Partial Refund/Last Day to Drop With No Transcript Grade/Census Date |
| December 30 | Monday   | Last Day to Withdraw With "W" Grade   |
| January 7   | Tuesday  | Curriculum Classes End  |

## Spring Semester 2020

|             |                 |  |
|-------------|-----------------|--|
| January 13  | Monday          | Curriculum Classes Begin (16-Wk & 1st 8-Wk)  |
| January 14  | Tuesday         | Last Day To Add A Class (1st 8-Wk)*  |
| January 15  | Wednesday       | Last Day To Add A Class (16-Wk)*   |
| January 16  | Thursday        | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (1st 8-Wk) |
| January 20  | Monday          | Dr. Martin Luther King, Jr. Holiday (College Closed)   |
| January 22  | Wednesday       | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (16-Wk)    |
| February 11 | Tuesday         | Curriculum Classes Begin (12-Wk)   |
| February 12 | Wednesday       | Last Day To Add A Class (12-Wk)*   |
| February 18 | Tuesday         | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (12-Wk)    |
| February 24 | Monday          | Last Day To Withdraw With "W" Grade (1st 8-Wk)   |
| March 9     | Monday          | Curriculum Classes End (1st 8-Wk)  |
| March 10    | Tuesday         | Curriculum Classes Begin (2nd 8-Wk)  |
| March 11    | Wednesday       | Last Day To Add A Class (2nd 8-Wk)*  |
| March 13    | Friday          | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (2nd 8-Wk) |
| April 3     | Friday          | Professional Development & Planning Day  |
| April 6-9   | Monday-Thursday | Spring Break (College Open-No CU Classes)  |
| April 10    | Friday          | Good Friday (College Closed)   |
| April 13    | Monday          | Last Day To Withdraw With "W" Grade (16 & 12 Wk)   |
| April 27    | Monday          | Last Day To Withdraw With "W" Grade (2nd 8-Wk)   |
| May 11      | Monday          | Curriculum Classes End (16, 12 & 2nd 8-Wk)   |
| May 15      | Friday          | Graduation Ceremony  |
| May 16      | Saturday        | Graduation Ceremony (Rain Date)  |

## Summer Semester 2020

|                |           |  |
|----------------|-----------|--|
| May 25         | Monday    | Memorial Day Holiday (College Closed)  |
| May 26         | Tuesday   | Curriculum Classes Begin (8-Wk & 1st 4-Wk)   |
| May 26         | Tuesday   | Last Day to Add A Class (1st 4-Wk)*  |
| May 27         | Wednesday | Last Day to Add A Class (8-Wk)*  |
| May 27         | Wednesday | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (1st 4-Wk) |
| May 29         | Friday    | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (8-Wk)     |
| June 15        | Monday    | Last Day To Withdraw With "W" Grade (1st 4-Wk)   |
| June 22        | Monday    | Curriculum Classes End (1st 4-Wk)  |
| June 23        | Tuesday   | Curriculum Classes Begin (2nd 4-Wk)  |
| June 23        | Tuesday   | Last Day To Add A Class (2nd 4-Wk)*  |
| June 24        | Wednesday | Last Day For A Partial Refund/Last Day To Drop With No Transcript Grade/Census Date (2nd 4-Wk) |
| June 29-July 2 | Mon-Thurs | Summer Break (College Open-No CU Classes)  |
| July 3         | Friday    | Independence Day Holiday (College Closed)  |
| July 13        | Monday    | Last Day To Withdraw With "W" Grade (8-Wk)   |
| July 20        | Monday    | Last Day To Withdraw With "W" Grade (2nd 4-Wk)   |
| July 27        | Monday    | Curriculum Classes End (8-Wk & 2nd 4-Wk)   |

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

## THE COLLEGE ADMINISTRATION

Dr. Rachel Desmarais ..... President  
Dr. Levy Brown ..... Vice President of Learning, Student Engagement and Success  
Steven Graham ..... Vice President of Finance and Operations  
Dr. Ken Lewis ..... Vice President of Institutional Research and Technology  
Vacant ..... Vice President of Workforce and Community Engagement

## BOARD OF TRUSTEES

Danny W. Wright ..... Chair  
Xavier L. Wortham ..... Vice Chair  
Doris Terry Williams, Ed.D. .... Secretary

Deborah F. Brown ..... Vance County  
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Abdul Sm Rasheed ..... Vance County  
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Dr. Doris Terry Williams ..... Vance County  
Xavier L. Wortham ..... Granville County  
Danny W. Wright ..... Vance County  
Jennifer Pierce ..... Warren County Liaison  
President , Student Government Association..... Student Representative

## COLLEGE HISTORY

Vance-Granville Community College was founded by the North Carolina General Assembly as Vance County Technical Institute in 1969.

After offering classes in various community locations, VCTI officially moved into renovated quarters of the former Maria Parham Hospital building near downtown Henderson in January 1970 and began offering extension classes. 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 that the Vance County Board of Commissioners 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 a new campus. A 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 alongside Interstate 85, the new campus consisting of four buildings opened in August 1976, just six weeks after the Legislature granted community college status, and the name of the College was changed to Vance-Granville Community College.

The College experienced such rapid growth that a fifth building was added in 1978, while the College service area was expanded to include Franklin County and a major portion of Warren County (VGCC was assigned responsibility for all of Warren County by the North Carolina Board of Community Colleges in 2001).

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 the first South Campus, a facility in southern Granville County.

VGCC reactivated its Endowment Fund Corporation in 1982 to seek contributions from the community for its scholarship program and other support for the College. The fund at that time held approximately \$15,000, but since then has received gifts of more than \$7 million. Over 9,400 students have received scholarships through the Endowment Fund in recognition of their academic achievement.

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 1985-1986 on the Main Campus; a new, permanent South Campus complex in Granville County; and a new campus in Warren County. Both campuses 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 1980s underscored VGCC's ongoing efforts in the 1990s to serve area citizens with new and improved educational opportunities that included the opening of a new campus 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, \$4.2 million, was earmarked for a

variety of construction and 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. Other funds helped with construction, renovation and expansion needs at the other three campuses.

In 2000, growth plans received a significant boost as North Carolina voters passed a Higher Education Facilities bond referendum, from which VGCC received \$17.1 million over a six-year period for new construction and renovations at all four campuses. The first money from these funds was used for the construction of a new three-story Technology, Occupational Extension and Basic Skills building, completed on Main Campus in September 2003. The largest of all the College's facilities, the structure houses classrooms and labs for curriculum programs, Continuing Education, the Small Business Center and Basic Skills. The Student Services Building was also expanded to provide better service to students and to provide space for a lab for the Bioprocess Technology program, which began in Fall Semester 2005.

This expansion of Vance-Granville's total physical plant and equipment has helped accommodate a larger student enrollment. During 2017-2018, the College served more than 11,000 curriculum and extension students. Consistent with the structural and enrollment growth of the College has been its increase in curriculum program offerings. To keep up with changing economic demands, several new areas of study – in fields including information technology, culinary arts, supply chain management, paralegal, histotechnology, and health and human services – were added during the first two decades of the 21st century. Meanwhile, the College has expanded both its online course offerings and partnerships that allow high school students to earn college credits. Between 2008 and 2010, VGCC opened four Early College high schools -- one at each VGCC campus -- in partnership with local public school systems, becoming the first community college in the United States to collaborate on four such high schools. The college now offers six academic programs completely online.

VGCC has benefitted from success with grants as well as generous financial support from donors. In 2013, VGCC received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant worth more than \$1.75 million from the U.S. Department of Labor, as part of the new Southeastern Economic and Education Leadership Consortium. The award is the single largest competitive grant award received in Vance-Granville's history. In 2016, Vance-Granville was named a recipient of a \$1 million grant from the U.S. Department of Labor as part of a consortium with three other North Carolina community colleges.

Including the TAACCCT and TechHire grants, VGCC's Grants Office surpassed \$6 million in funding to support students during the 2016-2017 fiscal year. In its first four years, the Grants Office secured 37 grants. In June 2017, Vance-Granville made the announcement of an in-kind software grant from Siemens PLM Software, with a commercial value of \$31 million, the largest such grant in the history of the college.

The college's Endowment Fund has continued to enjoy significant growth. A \$1.6 million bequest to the college from the estate of a decorated World War II pilot in 2016 helped the college establish the VanGuarantee need-based scholarship program, which is designed to cover tuition, student fees and textbooks for eligible students whose financial needs are unmet by federal financial aid and other means of support. The new program was recognized by U.S. Education Secretary John B. King Jr. and leaders from the College Promise Campaign.

From 2015 through 2018, VGCC's annual Endowment Fund Golf Tournament generated more than \$100,000 each year to set new records as the highest-grossing golf tournaments in the fund's history.



The Main Campus of Vance-Granville Community College is located midway between Oxford and Henderson on an 83-acre tract of land on the east side of Poplar Creek Road off Interstate 85. The original Main Campus consists of nine buildings, including a Civic Center, totaling 249,320 square feet.

In July 2016, VGCC expanded the campus with the renovation of a facility, Building 10, that houses classrooms for workforce training. The 12,800-square-foot facility is located on a 21-acre tract on the west side of Poplar Creek Road across from the main entrance of the Main Campus.

The College also offers classes at three other campuses in the four-county service area: South Campus, between Butner and Creedmoor in southern Granville County; Warren County Campus, in downtown Warrenton; and Franklin County Campus, west of Louisburg.

Since their formal dedication in the fall of 1988, both South Campus and Warren County Campus have been renovated, enlarged and improved to accommodate a growing number of students. South Campus consists of one building of 49,175 square feet, including a major two-story addition completed in January 2007. Warren County Campus today includes four buildings totaling 29,505 square feet, the most recent addition being a classroom building that opened in January 2005.

Franklin County Campus, which first opened its doors to students in 1991, shared space in a local government building before moving in 1998 to its permanent new home outside Louisburg. The campus added two structures in 2001: the Biotechnology Lab/classroom building and a multipurpose facility. The completion of a two-story building in 2006 gave the campus five buildings, totaling 62,639 square feet.

Seven people have served as president of the College since it was established: Dr. Donald R. Mohorn (1969-1979), Dr. Thomas B. Carroll (1979-1980), Dr. Benjamin F. Currin (1981-Dec. 31, 1998), Robert A. Miller (Feb. 1, 1999-Sept. 2004), Dr. Randy Parker (Sept. 2004-Aug. 2011), Dr. Stelfanie Williams (Feb. 2012-Aug. 2018) and Dr. Rachel Desmarais (Jan. 2019-present).

In 2016, Dr. Currin was the recipient of the most prestigious award given by the State Board of Community Colleges, the I.E. Ready Award for meritorious service. Only one other VGCC leader has received that award: John Trammell Church Sr., then chairman of the Board of Trustees, in 1998.

In 2018, Dr. Williams received the North Carolina Community College System President of the Year Award from the State Board.

Two VGCC instructors have received the North Carolina Community College System Excellence in Teaching Award, the highest honor for an educator in the 58-college system: Dr. Nannette S. Henderson, chair of the science department, in 1987; and Marian C. Dillahunt-Andrews, instructor of developmental English and reading, in 2011.

## VISION

Vance-Granville Community College will be a catalyst in developing strong communities where everyone experiences a fulfilling quality of life.

## MISSION

Vance-Granville Community College educates, inspires, and supports a diverse community of learners to achieve professional and personal success.

## VALUES

*Teaching & Learning* - We value learning for all, providing quality instruction in a supportive environment aligned with community and workforce needs of today and tomorrow.

*Respect* - We value a climate where employees, students, and community members feel accepted and meaningfully involved in a common cause. We recognize that we are interdependent and will demonstrate respect for one another.

*Community* - We value positive and supportive relationships among the faculty, staff, and students. We strive to be a proactive partner in our community.

*Communication* - We value decision making through broad-based respectful team work and effective dialog.

# GOALS

## *Educational Excellence* from Access to Success

- 1.1 Increase student achievement through student-centered teaching.
- 1.2 Increase student completion through effective academic advising.
- 1.3 Facilitate college growth.
- 1.4 Cultivate a college-wide culture of support for a diverse community of learners.
- 1.5 Provide resources and experiences to empower students and prepare them for work or higher education.

## An *Organizational Culture* of Quality, Cooperation, and Engagement

- 2.1 Recruit and hire exceptional employees.
- 2.2 Retain qualified employees.
- 2.3 Foster participation in meaningful professional development opportunities.
- 2.4 Enhance open communication.
- 2.5 Develop a campus community valuing health, safety, and quality of life opportunities.

## A Learning Community of *Continuous Improvement*

- 3.1 Develop a culture that prioritizes individualized service to students.
- 3.2 Develop a culture of continuous quality improvement and best practices.
- 3.3 Institute leadership development that supports and empowers all employees.

## *One College Experience*

- 4.1 Enhance support services.
- 4.2 Foster student and employee engagement in college life.
- 4.3 Partner with community organizations to support the college mission.
- 4.4 Improve, maintain, and utilize adequate technology.

## *Institutional Stewardship*: Securing and Sustaining Our Resources

- 5.1 Secure new and innovative resources to support institutional goals.
- 5.2 Implement risk assessment and management at the college.
- 5.3 Advance environmentally-friendly practices at the college.

## OPEN DOOR PHILOSOPHY

Vance-Granville Community College, through its open door philosophy, is committed to serving all individuals who seek knowledge or new skills to improve their quality of life. This open door philosophy was described by W. Dallas Herring, the “father” of the North Carolina Community College System, in 1964.

*The only valid philosophy for North Carolina is the philosophy of total education, a belief in the incomparable worth of all human beings, whose claims upon the State are equal before the law and equal before the bar of public opinion; whose talents (however great or however limited or however different from the traditional), the State needs and must develop to the fullest possible degree. That is why the doors to the institutions in North Carolina’s System of Community Colleges must never be closed to anyone of suitable age who can learn what they teach. We must take the people where they are and carry them as far as they can go within the assigned function of the system. If they cannot read, then we will simply teach them to read and make them proud of their achievement. If they did not finish high school but have a mind to do it, then we will offer them a high school education at a time and in a place convenient to them and at a price within their reach. If their talent is technical or vocational, then we will simply offer them instruction, whatever the field, however complex or however simple, that will provide them with the knowledge and the skill they can sell in the marketplaces of our State, and thereby contribute to its scientific and industrial growth. If their needs are in the great tradition of liberal education, then we will simply provide them the instruction, extending through two years of standard college work, which will enable them to go to the University or to senior college and on into life in numbers unheard of before in North Carolina. If their needs are for cultural advancement, intellectual growth or civic understanding, then we will simply make available to them the wisdom of the ages and the enlightenment of our times and help them to maturity.*

### Performance Measures

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

In 2010, President Scott Ralls appointed members of a Performance Measures Committee to review the current performance measures and recommend changes to the State Board of Community Colleges. These changes were approved by the State Board in 2011 and the General Assembly in 2012. The Performance Measures Committee was established to develop new performance-based student success measures to go in effect in 2013. During the development of these new measures, it was determined that it was important to establish a three-year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success. A Performance Measures Adjustment Committee was appointed to review the current set of measures and recommend deletions, revisions, and additions.

The chart below includes each of the seven current performance measures presented to the State Board in March 2015, the system-wide "excellence level" and "baseline" for each measure (based on the prior three years of historical data), the community college system's performance as a whole, and VGCC's performance for that measure. These measures were approved by the State Board and adopted by the General Assembly in 2016 through Section 10.1 of S.L.2016-94.

The information listed is the most recent data available. Additional information on performance measures and other accountability factors is available in Vance-Granville Community College's Office of Planning and Research.

#### NCCCS PERFORMANCE MEASURES (Reporting Year 2019)

| Performance Measures  | System Excellence | System   | System  | VGCC        |
|---|-------------------|----------|---------|-------------|
|   | Level             | Baseline | Total % | Achievement |
| A - Basic Skills Progress   | 50.6%             | 24.2%    | 39.9%   | 39.6%       |
| B - Credit English Success  | 66.6%             | 40.1%    | 61.7%   | 67.4%       |
| C - Credit Math Success   | 46.2%             | 19.5%    | 41.5%   | 31.8%       |
| D - First Year Progression  | 71.9%             | 56.6%    | 67.2%   | 68.2%       |
| E - Curriculum Completion Rate  | 52.7%             | 34.1%    | 47.6%   | 43.4%       |
| F - Licensure Passing Rate Index  | 1.07              | 0.79     | 1.00    | 0.90        |
| * Less than 5 students at Vance-Granville Community College took this exam during the year reported |                   |          |         |             |
| BLET  |                   |          |         | 1.06        |
| Detention Officer   |                   |          |         | *           |
| Cosmetology   |                   |          |         | 0.97        |
| Cosmetology Apprentice  |                   |          |         | 1.00        |
| Cosmetology Instructor  |                   |          |         | *           |
| Manicurist  |                   |          |         | *           |
| EMT   |                   |          |         | 1.18        |
| EMT-I   |                   |          |         | *           |
| EMT-P   |                   |          |         | 0.74        |
| Practical Nursing   |                   |          |         | 0.84        |
| Registered Nursing  |                   |          |         | 0.98        |
| Radiography   |                   |          |         | 0.96        |
| G - College Transfer Performance  | 89.4%             | 74.4%    | 85.9%   | 88.3%       |

Source: North Carolina Community College System website: [www.nccommunitycollege.edu](http://www.nccommunitycollege.edu). See State Performance Measures for Student Success Report for detailed analysis of this data & methodologies.

## **VISITORS**

Visitors are always welcome at Vance-Granville Community College. Members of the Admissions Office or campus deans will conduct campus tours for individuals or groups as desired. Please call the Director of Admissions for an appointment.

Inquiries about the College and its programs should be directed to the Director of Admissions, Dean of Student Access & Support or the Dean of Continuing Education & College+Career Readiness.

Visitors are not permitted to attend classes or contact students on campus without permission from the Dean of Student Access & Support, the Dean of Continuing Education & College+Career Readiness, or the campus deans at the Franklin, South, and Warren county campuses.

## **PUBLIC COMPLAINT PROCEDURES**

Members of the public may register complaints by forwarding a signed, written statement to the Office of the President, Vance-Granville Community College, PO Box 917, Henderson, North Carolina 27536. Vance-Granville Community College will consider complaints that are in writing; however, complaints that are anonymous, or sent electronically or through facsimile transmission may not be considered. The President, or the President's designee, shall investigate the complaint. The investigating individual may require further information from the complainant and may seek information from appropriate college offices, as needed, to respond to the complaint. The investigating individual, if not the President, shall make a written report to the President of his/her findings, and the President shall respond to the complaint. A log of all written complaints along with all materials and reports shall be maintained on file in the Office of the President for an indefinite period of time.

## **DISCLOSURE AND CONSUMER INFORMATION**

The Higher Education Opportunity Act of 2008 (HEOA) contains numerous federal reporting and disclosure requirements for information from various administrative areas of higher education institutions.

In order to make this information readily available to the public, Vance-Granville Community College has created an information page at [www.vgcc.edu/about-vgcc/consumer-information](http://www.vgcc.edu/about-vgcc/consumer-information) which is designed to provide quick access to this data. Available information includes general college information; student achievement and performance measures; financial aid, health, security and fire safety; legal information and policies; student life, athletics and student services; voter registration; contacts; and Title IX. Gainful Employment programs and disclosures are also included. Questions may be directed to the Vice President of Learning, Student Engagement & Success.

## **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.

## **ID CARDS**

All students enrolled in curriculum classes will be issued ID cards at the beginning of his or her initial enrollment.

Curriculum students should have their valid student ID at all times while on campus and be able to provide their ID when requested by VGCC staff or security personnel. There is a replacement cost to reissue lost or damaged ID cards.

## **INCLEMENT WEATHER**

Should it appear that adverse weather or other factors would necessitate closing of Vance-Granville Community College, the President, or the President's 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 the College's website at [www.vgcc.edu](http://www.vgcc.edu), on the College's telephone announcement at (252) 492-2061, and through area media and social media outlets.

## **PHOTO USAGE STATEMENT**

Vance-Granville Community College reserves the right to make photographs, video, motion pictures, and electronic images of students and others on the college's campuses and to use those images for news, marketing/advertising and promotional purposes.

All photographs are the exclusive property of Vance-Granville Community College and may be edited. Images may also be shared with the North Carolina Community College System Office and others. Objection to the use of an individual's image in the manner stated above must be made in writing to the Director of Marketing.

**ADMISSIONS,  
REGISTRATION,  
& RECORDS**



Vance-Granville Community College maintains an “open door” admissions policy. Placement of students in certain academic curriculum programs of instruction is selective and all students are required to be high school or High School Equivalency (HSE) graduates. The College serves all individuals who can benefit from instruction, regardless of race, creed, sex, age, religion, national origin, disability or other non-relevant factors.

Based on RISE criteria, assessment of high school transcripts, post-secondary transcripts or standardized tests will be used to determine an applicant’s readiness to enroll into specific college-level courses. When an assessment indicates a lack of college readiness, the applicant will be placed into transition courses. Academic advising is required prior to registering for curriculum degree, diploma, or certificate courses. (See *Student Assessment and Placement Testing* section for further explanation of RISE criteria.)

Students entering all programs are required to be high school or HSE graduates. Exceptions to this rule require review by the appropriate department and division dean with a recommendation for approval/disapproval to the Vice President of Learning, Student Engagement & Success.

### General Admissions Procedures

1. Complete NC residency determination at RDS (<http://www.NCresidency.org>).
2. Submit a completed Application for Admission at <https://www.vgcc.edu/how-to-apply/>.
3. Attend New Student Orientation.
4. Submit official transcripts of secondary education (high school). Students entering a program of study have up to one semester of attendance to submit their official secondary transcript. No financial aid will be awarded until all admissions requirements are met, including receipt of all secondary education transcripts. (Students who have graduated from institutions outside the United States must document completion of a nationally recognized secondary school diploma.)  
Submit official post-secondary (college) transcripts if:
  - a. You desire to have your post-secondary transcript(s) evaluated for possible transfer credit. (See *Transfer Admissions* section);
  - b. You plan to use Veteran’s Educational benefits. The Veteran’s Administration requires that an official copy of all post-secondary transcripts be on file with the College;
  - c. You plan to participate in Athletics at the College.
5. Take placement testing if needed as indicated through the assessment of high school transcripts, post-secondary transcripts and standardized testing based on RISE criteria. (See *Student Assessment and Placement Testing* section.)
6. Meet with an Academic Advisor.

**Note #1:** *Students who have an associate degree or higher from an accredited college or university are not required to submit high school transcripts. An official College or University transcript is required to document the degree earned. (Exception: Students who plan to use Veteran’s Educational benefits, and students who plan to participate in Athletics at the College must submit high school transcripts.)*

**Note #2:** *An official transcript is one that is mailed directly from the previous high school, college or university to Vance-Granville Community College, is submitted by the applicant in an officially sealed envelope from the educational institution, or is submitted electronically from the educational institution.*

## Selective Admissions

Selective admissions are used for programs of study that have limited openings. In addition to the standard procedures required of all applicants, students seeking enrollment in Associate Degree Nursing, Associate Degree Nursing LPN to ADN Transition, BLET, Cosmetology Instructor, Histo-technology, Medical Assisting, Pharmacy Technology, Practical Nursing, Radiography and RIBN 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 must qualify on placement examinations as prescribed by the program of study.
2. Applicants must meet secondary school or post-secondary course requirements as established for specific programs of study.
3. 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.
4. Final selection will be determined by the number of openings in the program of study and by the applicant's evaluation and ranking.
5. Successful clinical placement requires a "clean" criminal background check conducted and reviewed by the clinical site.

## Transfer Admissions

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 previous educational experience as stated under the *General Admissions Procedures* section. (An official transcript is one that is mailed directly from the previous high school, college or university to Vance-Granville Community College, is submitted by the applicant in an officially sealed envelope from the educational institution, or is submitted electronically from the educational institution.)

Upon receipt, official transcripts from accredited, post-secondary institutions will be evaluated by the Registrar's Office in accordance with the following statements:

1. Transfer credit may not exceed 75 percent of the total credit hours required to complete the desired program of study.
2. All credit to be transferred must be equivalent in credit hours and content to course offerings at Vance-Granville Community College.
3. No grade lower than a "C" will be transferred.
4. Applicants to the selective admissions Health Sciences programs must have completed BIO-prefix classes within **10 years** prior to date of enrollment in the selective program. The transfer of all MED-NUR-, PHM-, and RAD-prefix classes are subject to time restrictions determined by each department as outlined in the program-specific admissions documentation.
5. The transfer of all CCT-, CIS-, CSC-, CTI-, CTS-, DBA-, NET-, NOS-, OST-, SEC-, SGD-, and WEB-prefix classes completed more than **5 years** prior to a student's enrollment in any Computer Education and Office Administration related programs of study are subject to approval by the Academic Dean due to the rapid technological changes in those areas of study.

6. The transfer of Cosmetology (COS) hours and performances is limited to the State Board mandated 5 year expiration rule and the passing of a State board required entrance exam. Cosmetology hours expire 5 years from the date of enrollment at which time they become void or invalid and will no longer be eligible for transfer.
7. Transfer credit will not influence the student's quality point average or grade point average, and will not be evaluated in graduation honors or awards. Transfer credit is recorded on the VGCC transcript with a grade of "TR."
8. Students with questions regarding transfer credit should contact the Registrar's Office. Students have a right to appeal transfer credit decisions to the appropriate Academic Dean.

### **Reverse Transfer**

Students who transfer from Vance-Granville Community College to an accredited four-year institution prior to completing their associate degree, may transfer credit from the four-year institution back to VGCC for review of degree completion.

To be eligible for reverse transfer consideration, a student must follow the same transfer credit requirements as outlined in the Transfer Admissions section of the catalog, including submitting official college transcripts.

Official transcripts may be sent to the VGCC Records Office by mail at PO Box 917 Henderson, NC 27536 or sent electronically to [records@vgcc.edu](mailto:records@vgcc.edu). Students who submit their transcripts for reverse transfer consideration should contact the Registrar's Office to ensure the transcript is evaluated accordingly.

For more information on the reverse transfer program, please visit <https://www.northcarolina.edu/reversetransfer>.

### **Readmission Procedures**

A student who previously attended VGCC but has not enrolled for a period of one year or more must submit a new application for admission and may need to update residency classification through RDS. Applicants must complete the regular admissions requirements as stated under the *General Admissions Procedures*. Students who have not attended in the last 3 years or more must complete New Student Orientation.

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 Sciences programs must meet additional requirements. Students may contact the Health Sciences Admissions Coordinator for details concerning these requirements.

### **Quarter Credits**

Credits earned at Vance-Granville Community College under the quarter system (prior to the fall of 1997) were converted to semester hours and are reflected on the student's college transcript. In order to count towards a current program of study, the course(s) taken under the quarter system must be equivalent in credit hours and content to an existing VGCC semester credit course(s).

Previous courses taken under the quarter system that meet this criteria may be reviewed by the appropriate program head or department chair to ensure they meet the academic requirements of the discipline and current industry standards. If all requirements are met, the program head or department chair should submit a Course Substitution form for approval of academic credit.

## ADMISSIONS UNDER SPECIAL CONDITIONS

**Admission of Undocumented Immigrants:** Based on the NC Community Colleges State Board Code (SBCCC), community colleges shall admit undocumented immigrants under the following conditions:

1. Community Colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school or home school that operates in compliance with State or local law;
2. When determining who is an undocumented immigrant, community colleges shall use federal immigration classifications;
3. Undocumented immigrants admitted under Subparagraph (b)(1) of this Rule shall comply with all federal and state laws concerning financial aid;
4. An undocumented immigrant admitted under Subparagraph (b)(1) of this Rule shall not be considered a North Carolina resident for tuition purposes. Colleges shall charge all undocumented immigrants admitted under Subparagraph (b)(1) of this Rule out-of-state tuition whether or not the undocumented immigrant resides in North Carolina;
5. When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants; and
6. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist. This procedure is in keeping with SBCC 1D 400.2 (b).

In order to comply with these regulations, undocumented immigrant students should follow the same admission and residency classification procedures as all other students, but will not be allowed to register for classes through myVGCC (the student portal) or during any early registration period. Instead all students classified as undocumented immigrants should bring their completed registration forms to the Registrar to be held until the end of registration. After the close of registration, undocumented immigrant students will be registered into any available classes. This procedure is in keeping with the State Board of Community Colleges Code 1D SBCCC 400.2.

**Visiting Students:** Students not seeking a certificate, diploma, or associate degree may enroll as a visiting student for a maximum of twelve (12) semester hours of credit. Students enrolled in this status are not required to take the placement test for enrollment into curriculum courses that do not have prerequisites and do not have to meet the transcript requirements for curriculum programs. Visiting students may be required to take placement testing in order to enroll into courses which have prerequisites if they are not exempt by RISE criteria.

Students classified as “visiting” are ineligible to receive most types of financial aid. Students who plan to take more than twelve (12) semester hours of credit must take the placement test, complete the regular admission requirements, and declare an academic program of study.

**Career and College Promise (CCP):** Career and College Promise Programs offer structured opportunities for qualified high school students to pursue one of three pathways. A brief description of each pathway is listed below. For more detailed information and application procedures please visit the High School Students website at <https://www.vgcc.edu/high-school/>.

1. **College Transfer (CT) Pathway.** The College Transfer Pathway is designed for high school juniors and seniors who wish to begin study toward an Associate degree and a baccalaureate degree. The transfer pathways

are a structured set of courses in the Comprehensive Articulation Agreement (CAA) between the University of North Carolina (UNC) and the North Carolina Community College System, leading to completion of the Associate in Arts, Associate in Science, or Associate in Fine Arts in Visual Arts degree. All courses in which the student earns a grade of "C" or better will transfer to the UNC universities upon the student's acceptance. These courses may also count as high school credit at the discretion of the high school administration.

2. **Career Technical Education (CTE) Pathway.** The Career Technical Education Pathway is designed for high school juniors and seniors who wish to begin the pathway towards completion of a credential prior to graduating high school. Students can choose one of many approved areas of study in which they can pursue courses that can lead to certificate, diploma, or a state or industry recognized credential, and increased employment opportunities. These courses may also count as high school credit at the discretion of the high school administration. Freshmen and sophomores may participate in certain CTE pathways as designated by the College.

3. **Cooperative Innovative High School Program.** VGCC Cooperative Innovative High School Programs take the form of Early College High Schools and are located on or near the college's campuses. Students enrolled in these programs can concurrently obtain a high school diploma and begin or complete an associate degree program or earn up to two years of college credit within five years. The application process to apply to one of these schools begins in middle school and is conducted by the Local Education Agency (LEA). To obtain additional information about our early college high school partnerships please visit our website. Application information and procedures can be obtained through your servicing LEA.

## INTERNATIONAL STUDENT ADMISSIONS

International students are admitted in accordance with federal US Immigration and Customs Enforcement (USICE) regulations that govern non-immigrant student visa (F-1) status. Vance-Granville Community College is authorized by the USCIS 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 online Application for Admission;
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);
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.
5. Submit a one semester tuition deposit (approximately \$3,500 to \$4,000.)

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

International students are considered out-of-state 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. International students may only pursue Associate degree programs that are offered at VGCC's Main Campus in Henderson, NC. All necessary forms and additional details regarding the application process for international applicants are available on the VGCC web site at: <https://www.vgcc.edu/how-to-apply/international/>.

## **STUDENT ASSESSMENT AND PLACEMENT TESTING**

Effective January 2020, Vance Granville Community College will admit students based on the criteria outlined by RISE (Reinforced Instruction for Student Excellence). Students enrolling for the first time at VGCC that have graduated from a United States High School within the last 10 years will be placed into their gateway English and Math courses based on the following criteria:

- Students with a 2.8 unweighted High School Grade Point Average or higher will be eligible to go directly into their required gateway courses with no required corequisite.
- Students with a 2.2-2.79 unweighted grade point average will be eligible to go directly into their required gateway courses with a corequisite.
- Students with 2.199 or lower unweighted grade point average will be enrolled in a one semester transition English and transition Math course.

Students that graduated ten years ago or longer will be required to take the RISE placement tests. Test scores are valid for ten years. Students that are required to test will be notified by the Admissions office during Orientation. Students may retest on each level of the RISE placement test once for math and once for English. Acceptable ACT, SAT, GED or HISET test scores may also be used to place students into gateway Math and English courses. Associate or Bachelor degree recipients are exempt from co-requisite courses and may enroll directly into any required gateway English and Math courses.

Students who previously tested into DRE or DMA within the last 10 years, will receive credit for coursework that has been taken and successfully passed. The transition English and Math courses are ENG 002 and MAT 003.

### **ENG 002 has two tiers**

- **Tier 1- Roughly equivalent to DRE 096-097 reflected by a P1 grade**
- **Tier 2- Roughly equivalent to DRE 096-098 reflected by a P2 grade**

### **MAT 003 has three tiers**

- **Tier 1-Roughly equivalent to DMA 10-30 reflected by a P1 grade**
- **Tier 2-Roughly equivalent to DMA 10-50 reflected by a P2 grade**
- **Tier 3-Roughly equivalent to DMA 10-80 reflected by a P3 grade**

**Returning students must see an advisor to determine their English and Math requirements.**

## TESTING SCHEDULE

Placement testing sessions are available at all campuses during a variety of times to accommodate students. Placement testing appointments may be scheduled after an Application for Admission is received by the College. Applicants who may need special accommodations should contact the Counselor/Advisor for Disability Services prior to their scheduled test date. For more information, including how to prepare for placement testing, please visit the Testing Center website at <https://www.ogcc.edu/testing-services/placement-testing>. A valid photo ID is required for all testing.

**Note:** No food, drinks, or children are allowed in the Testing Center.

## RESIDENCE STATUS FOR TUITION PURPOSES

In 2013 the NC General Assembly legislatively directed UNC General Administration (GA), the NC Community College System (NCCCS), the NC State Education Assistance Authority (SEAA) and the NC Independent Colleges and Universities (NCICU) to create a centralized, uniform process for determining residency for tuition purposes and for administration of state financial aid. This centralized process is known as the Residency Determination Service (RDS). In order for a student to receive the benefits of in-state tuition a residency determination from RDS is required as part of admission or readmission to the college.

### Determining Residency Status

The specific requirements for establishing residency for tuition classification purposes are prescribed by state law. A North Carolina resident for tuition purposes is a person, or a dependent person (dependent according to IRS tax code), whose parent or legal guardian has established and maintained legal residence in North Carolina for at least 12 months. Residence in North Carolina must be legitimate and be a permanent situation rather than just for the purpose of maintaining a residence prior to enrollment at an institution of higher education.

Under North Carolina law, to qualify for in-state tuition, you must show that:

- You have established your legal residence (domicile) in North Carolina
- You have maintained that domicile for at least twelve (12) consecutive months before the beginning of the academic term or semester
- You have a residency presence in the state
- You intend to make North Carolina your permanent home indefinitely (rather than being in North Carolina solely to attend college)

Other persons not meeting the 12-month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited categories authorized by the North Carolina Legislature. All other persons are ineligible for classification as a North Carolina “resident for tuition purposes” and will be charged out-of-state tuition. To learn more about residency and complete a determination go to <http://www.NCresidency.org> or contact RDS at: 844-319-3640, 919-835-2290, or 919-835-2427 (fax).

## 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.

### New Students

For registration purposes, “new students” are defined as those students who are enrolling at VGCC for the first time. New students should:

1. Complete an Application for Admission and apply for financial aid as early as possible (2 to 3 months before the start of classes);
2. Complete residency classification as explained in previous section;
3. Attend New Student Orientation;
4. Take placement testing if needed as indicated through the assessment of high school transcripts, post-secondary transcripts and standardized testing by RISE criteria. (See *Student Assessment and Placement Testing* section);
5. Schedule an appointment to meet with their academic advisor;
6. Register on the designated registration dates;
7. Obtain a student I.D. and parking permit; and
8. Complete the registration process by paying tuition and fees.

### Returning Students

For registration purposes “returning students” are defined as those students who are currently enrolled or who have been previously enrolled during the last year in the same academic program. Returning students may be eligible for priority registration and are encouraged to preregister with their academic advisor for the following term as soon as notification is given. Returning students need to follow steps 5 through 7 listed above (under New Students section.) Students must reapply for financial aid every year by March or April to ensure that funding is in place in time for registration.

### Change of Academic Program

There are times when a student’s aptitude and interests may be better served by a change of academic program. A student who is considering a change from one program to another must meet with an Academic Advisor to explore the possibilities and implications of such a change, and complete a Change of Academic Program form. Students should consider carefully before changing their academic program, and are discouraged from changing more than once per year. Academic program changes received after the published census date of each semester or term will not take affect until the next academic semester or term. The College reserves the right to evaluate academic program changes on a case by case basis.

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

**Note:** *Federal financial aid regulations require that all hours taken in all programs will be counted toward the maximum allowed for payment. (See the Financial Information section for a complete explanation.)*

### Readmission of Students

A student who previously attended Vance-Granville Community College but was not enrolled for a period of one year or more must submit a new application for admission and may need to update residency classification through RDS. If the applicant was enrolled in another college



during the interval, he/she should request that college to send an official transcript of academic work to the Admissions/Records Office if transfer credit is expected. Students need to complete steps 1 through 7 listed above (under *New Students* section).

**Drop and Add**

Courses may be added during the registration dates and published drop/add dates at the beginning of each term. During the Add/Drop period students may drop classes through myVGCC (the student portal), but must see an advisor to add classes. If classes are not dropped and added during the same session a 25% financial penalty may be imposed. (See note #1 below.)

*Note #1: If a course is dropped before the first day of the semester or term, students will receive a 100% refund. If the course is dropped on or after the first day of the semester or term, but before the census date, students are eligible for a 75% refund of tuition, but will owe 25% of the tuition and 100% of fees. After the census date, students are not eligible for a refund and will be awarded a grade on their academic transcript.*

*Note #2: Adding or dropping a class may affect the financial aid award and/or result in a financial penalty.*

**Withdrawal**

Withdrawal from a course(s) takes place after the refund period or census date of the term and on or before the 75% point of the term, and will be recorded as a "W" grade on the student's permanent transcript. A withdrawal will only be processed if the student or faculty initiates and properly completes the withdrawal process by the required deadline. To request withdrawal from a course, a student should email his or her instructor using the VGCC issued email address and request to be withdrawn from the class, and provide a brief explanation of the reason for the withdrawal. The faculty member will submit the online Withdrawal Form for the student and will receive a confirmation email. The withdrawal form is processed by the Registrar's Office and the student will be removed from the class within 48 business hours.

There is no academic penalty for a "W" grade; however, for federal financial aid purposes, "W" grades may count as hours attempted but not earned. Any student who is receiving Veteran's benefits should check with the Veterans' Officer prior to withdrawing from any course since benefits will not be paid for a "W" grade.

*Note: If a course is dropped before the first day of the semester or term, students will receive a 100% refund. If the course is dropped on or after the first day of the semester or term, but before the census date, students are eligible for a 75% refund of tuition, but will owe 25% of the tuition and 100% of fees. After the census date, students are not eligible for a refund and will be awarded a grade on their academic transcript.*

**Class Cancellation Policy**

Vance-Granville Community College reserves the right to cancel any class due to low registration and/or attendance. Students are refunded 100% of tuition and fees when a class is cancelled.

### **Request for W Grade after the 75% Point**

A student can petition in writing for a "W" Grade to the Vice President of Learning, Student Engagement & Success after the 75% point of a term, if mitigating circumstances warrant. Approval can only be granted with permission of the instructor, academic dean and Vice President of Learning, Student Engagement & Success. The burden of explanation and documentation of mitigating circumstances lies with the student. Students should obtain the appropriate form from the instructor, academic dean, campus dean or Vice President of Learning, Student Engagement & Success.

### **Auditing Courses**

A student may elect to audit a course or courses by checking the appropriate column on the Registration form. This option may only be selected during the official registration or drop/add period of each term. Those students who audit must meet the prerequisites of the course, receive no credit and do not have to take any examinations; otherwise, participation in class is on the same basis as a credit student. Except for senior citizens, the tuition and fees for auditing a class are the same as for a for-credit class. Senior citizens are eligible to audit one course per semester without payment of tuition, however they must pay student activity fees.

**Note:** *No federal or state financial aid or veterans' benefits are payable for audit courses.*

### **Collection of Social Security Numbers**

Vance-Granville Community College is legally authorized to collect student social security numbers in order to comply with certain federal and state reporting requirements, and to meet the business imperatives of the College. Effective fall semester 2007, the college no longer uses student social security numbers as the primary method for student identification, but rather uses a unique computer generated ID number. Questions concerning the use of social security numbers should be directed to the Vice President of Learning, Student Engagement & Success.

### **Course Load**

A student's normal load will be from 12 to 16 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 21 hours per term must obtain the written approval of their academic advisor and Academic Dean.

### **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 Academic Dean and the Vice President of Learning, Student Engagement & Success. The completed Course Substitution form will be accepted by the Registrar's Office and kept in the student's file. A student in technical or vocational programs 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, if prerequisites have been met.

### **Release of Information**

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

1. The Admissions/Records Office and Registrar's Office may release information from official records to faculty and staff members of Vance-Granville Community College whose responsibilities require this information.

2. The Admissions/Records Office and Registrar's Office may honor appropriate requests for directory-type information from student records. VGCC defines the following as directory:
  - Name
  - Address
  - Dates of Enrollment
  - Participation in sanctioned campus activities or athletics
  - Program of Study
  - Degrees and awards received
  - E-mail addresses
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

Each student has the right to inspect or review the educational records maintained by the College that are directly related to that student. Educational records include admission documents, registration documents, grades, and other supporting documents maintained by the College. Educational records also include tests, assignments, and grade calculations maintained by faculty.

All requests to inspect and review educational records shall be made by the student in writing to the Registrar with the exception of requests for tests, assignments, and grade calculations for specific courses. Those requests shall be made to the appropriate academic or campus dean. The College will comply within a reasonable time period not to exceed forty-five days after the request is made. It should be noted that some records such as tests, assignments, and grade calculations maintained by the faculty are only kept for a limited time and are not maintained permanently. Students may also request in writing to the Registrar to amend their educational record if they feel the record is in error. Such requests will be reviewed by the Registrar and Vice President of Learning, Student Engagement & Success, who will render a decision.

Students may file a written complaint with the Family Policy Compliance Office regarding an alleged violation by the College to comply with requirements of FERPA. The Office's address is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202.

**Release of Information: Family Educational Rights & Privacy Act (FERPA)**

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 written approval from 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 Registrar's Office that it not be released.

**Student Records**

An official record of all the student's courses, credits, grades, official transcripts, and other relevant documentation is kept in the Admissions/Records Office. Each student should maintain a record of courses, credits, and grades each term and periodically check to see that his/her records agree with that of the College.

## **Transcript Request**

Official and unofficial transcripts of a student's record will be released only with the written authorization of the student. *A \$5.00 fee will be charged for each official transcript.* Unofficial transcripts are provided free of charge. No transcript will be issued until all financial obligations to VGCC have been satisfied.

Current and former VGCC students enrolled after 1985 may request transcripts to be mailed or emailed as an electronic pdf online through the National Clearinghouse at <https://tsorder.studentclearinghouse.org/>. GED and Adult High School transcripts are not eligible for this service. Online transcript requests made through the National Clearinghouse will include additional service fees.

Official transcript request forms are available at any campus location or online at <https://www.vgcc.edu/student-portal/transcript-requests>. Transcripts may be picked up at the Admissions/Records Office in Building 8, on the Main Campus. A picture ID is required when picking up transcripts. A transcript request form should be submitted to the Admissions/Records Office or emailed to [records@vgcc.edu](mailto:records@vgcc.edu) a minimum of three business days prior to the time a student wants their transcript mailed.

Transcripts received by VGCC from other secondary or post-secondary institutions cannot be released to the student.

# ACADEMIC INFORMATION

## DEGREES, DIPLOMAS, AND CERTIFICATES

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

1. Associate in Arts and Associate in Science: the 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. Associate in Applied Science: the degree is awarded to students majoring in one of the technical curricula and who plan to obtain full-time employment upon graduation from VGCC.
3. Associate in General Education: the degree is awarded to students majoring in courses designed for personal growth and development leading to variable employment opportunities.
4. Diploma: a diploma is awarded to students who complete a minimum of 36 credit hours and a maximum of 48 credit hours based on the requirements for diploma curricula.
5. Certificate: a certificate is awarded to students who complete approved programs less than one year in length with a minimum of 12 credit hours and a maximum of 18 credit hours. Certificates are only awarded from core, major, or elective courses offered in the Diploma or AAS programs.

## STUDENT CLASSIFICATION

**FRESHMAN:** A student who has earned fewer 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 fewer than 12 credit hours.

**SPECIAL CREDIT STUDENT:** A student who is not seeking a certificate, diploma or degree or who is auditing a course. Special credit students are limited to a maximum of 12 credit hours at VGCC before choosing an academic program.

## 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 administered at VGCC (see Credit by Examination section for details);
2. Successful completion of College Level Examination Program (CLEP) exams with a score of 50 or higher;
3. Successful completion of College Board Advanced Placement Exams with a score of 3 or higher;
4. Successful completion of ACE (American Council on Education) Credit approved courses as reflected on an official military JST (Joint Services Transcript) or other ACE credit approved institutions;
5. Transfer credit from accredited, post-secondary institutions as outlined in the Admissions section, or pre-approved Continuing Education credit as outlined in the following section.

In cases of all standardized examinations, official score reports must be submitted to the Admissions/Records Office or Registrar's Office for evaluation. Specific AP and CLEP exams and their transfer equivalencies are available on the Registrar's page of the VGCC website at <https://www.vgcc.edu/ap-clep-military>.

### **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 (CE).

They must first register and pay the standard tuition fee per credit hour for the course and then request a challenge exam from the instructor by the first day of the term. All CE exams must be completed by the last day to ADD a class for that term.

The examination will be administered by the appropriate department and successful completion 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.

The Credit by Examination form 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.

The College does not award credit for experiential learning.

### **CONTINUING EDUCATION-CURRICULUM AWARDED CREDIT**

Students enrolled in pre-approved continuing education training courses may request awarded credit in corresponding curriculum programs. They must first register, pay, and pass the continuing education course with a grade of satisfactory. In order to request awarded credit, the student must be enrolled in the corresponding curriculum program.

The credit will be awarded by the appropriate department with a grade of "TR", Transfer Credit. The credit hours of the course will count toward graduation at VGCC but may not transfer to other colleges or universities.

The Continuing Education – Curriculum Awarded Credit form and the list of pre-approved continuing education courses with corresponding curriculum programs is available on the Registrar's page of the college website at <https://www.vgcc.edu/web/wpc/uploads/2019/09/Approved-CECU-Prior-Learning-Credit.pdf>.

**Note:** No federal financial aid or veteran's benefits are payable for Continuing Education - Curriculum Awarded Credit courses.

### **CONTACT HOURS AND CREDIT HOURS\***

**\*Semester credit hours are awarded for classes as follows:**

**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 credit  
**Work-Based Learning:**.....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 NC Community College System and described in the State Board of Community Colleges Code 1G SBCCC.100.1.

## PREREQUISITES

Prerequisites are required for a number of courses offered at Vance-Granville Community College and are intended to provide the student with the proficiency needed for success in a given course. The student, with assistance from his or her academic advisor, is responsible for checking prerequisites at the time of registration. Students failing to meet the required prerequisite(s) for a course(s) may be dropped or withdrawn at any time the deficiency is discovered. Under certain circumstances, local or state prerequisites or co-requisites may be waived by submitting a *Request to Waive Prerequisite and Co-requisite* form to an advisor. Approval is also required from the appropriate Academic Dean and the Vice President of Learning, Student Engagement & Success (CAO).

## DEVELOPMENTAL STUDIES

Effective Spring 2020 Vance Granville Community College will participate in a pilot initiative called RISE (Reinforced Instruction for Student Excellence). Under this initiative, students will be placed into Transition and Corequisite Courses based on either their unweighted high school GPA or performance on accepted placement test(s). (See Student Assessment and Placement Testing.) Students must speak with an advisor to determine which Transition or Corequisite courses are required.

Vance Granville offers two transition courses; ENG 002 and MAT 003.

ENG 002 has two tiers

- Tier 1- Roughly equivalent to DRE 096-097
- Tier 2- Roughly equivalent to DRE 096-098

MAT 003 has three tiers

- Tier 1-Roughly equivalent to DMA 10-30
- Tier 2-Roughly equivalent to DMA 10-50
- Tier 3-Roughly equivalent to DMA 10-80

The college also offers corequisite support courses that are paired with a gateway English or Math Course.

| Gateway Course | Co-Requisite Course |
|----------------|---------------------|
| ENG 111        | ENG 011             |
| MAT 110        | MAT 010             |
| MAT 121        | MAT 021             |
| MAT 143        | MAT 043             |
| MAT 152        | MAT 052             |
| MAT 171        | MAT 071             |

**Note:** *Students receiving federal financial aid are limited to 30 credit hours of developmental courses. Department of Veterans Affairs educational benefits are payable only when placement test scores indicate the developmental course is needed.*

## ATTENDANCE POLICY

Attendance is counted from the published first scheduled day of class. Students are expected to attend all classes, laboratories, clinical and shop sessions to attain the student learning outcomes of the courses for which they are registered.

When absences total more than fifteen percent (15%) of the total contact hours for a course, the student may be withdrawn from the class in accordance with the college's withdrawal procedures. With Dean approval,



specific disciplines or programs with accrediting/licensing requirements may have more stringent attendance regulations, and in these cases, the discipline/program regulations shall be followed.

## GRADING SYSTEM AND QUALITY POINTS

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.

| 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               |
| F#         | Failure due to Plagiarism     | 0               |
| AU         | Audit                         | *               |
| CE         | Credit by Examination         | *               |
| G#         | Grade Forgiven                | *               |
| I          | Incomplete Grades             | *               |
| PA, PB, PC | Passing Grade - Developmental | *               |
| P1, P2, P3 | Passing Transition Courses    | *               |
| R          | Repeat - Transition           | *               |
| RF         | Reschedule - Developmental    | *               |
| TR         | Transfer Credit               | *               |
| W          | Official Withdrawal           | *               |

*\*Not computed in Grade Point Average.*

### 'AU' Grade (Audit)

(No Credit) The audit grade indicates the student is enrolled for non-credit. This is not counted in computing grade point averages. Neither federal financial aid nor veterans' benefits are payable for audited classes.

### 'CE' Grade (Credit by Examination)

The credit by examination grade indicates that the student has received credit by examination for a course. Details of this procedure appear in the chapter on Academic Information in the College catalog. Neither federal financial aid nor veterans' benefits are payable for Credit by Examination classes.

### 'F#' Grade (Plagiarism)

The F# is a plagiarism-specific grade that is assigned when a class is failed because of plagiarism.

### 'G#' Grade (Grade Forgiven)

(No Credit) The "G#" grade replaces a forgiven grade on the academic transcript. Students should apply for forgiveness of "D" or "F" grades on their transcript under specific conditions. See the Academic Forgiveness paragraph outlined later in this section for additional information.

### 'I' Grade (Incomplete)

(No Credit) The incomplete grade is assigned in place of a grade when students who are making satisfactory progress are unable to complete all class assignments by the end of the semester.

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 within the time period designated by the instructor, not to exceed eight weeks from the beginning of the term following the one in which the course was taken. At the end of the specified time period, unresolved "I" grades will be converted to "F" grades. The "I" is used for verifiable, unavoidable reasons and extends enrollment without requiring rescheduling of the course.

**Note:** *An extension to the eight weeks may be granted under certain circumstances to Work-Based Learning students. All extensions must be approved by the Vice President of Learning, Student Engagement & Success and will be evaluated on a case-by-case basis.*

The instructor will award a permanent grade by submitting a Change of Grade form to the academic dean when course objectives are successfully completed.

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

#### **'P1,' 'P2,' and 'P3' Grades (Passing Transition Courses)**

(No Credit) These passing grades are awarded in the ENG-002 and MAT-003 transition courses. The "P1," "P2," or "P3" indicates which tier(s) of each class the student has passed. A "P3" grade indicates the student has passed all three tiers of MAT-003, and a "P2" grade indicates the student has passed both tiers of ENG-002. "P" grades are not computed in grade point average.

#### **'PA,' 'PB,' and 'PC' Grades (Passing - Developmental)**

(No Credit) The passing grades are awarded in developmental courses below the 100 level. The "PA," "PB," or "PC" indicates the student passed the developmental class with an "A," "B," or "C" average. "P" grades are not computed in grade point averages.

#### **'R' Grade (Repeat - Transition)**

(No Credit) The repeat grade is awarded in the ENG-002 and MAT-003 transition courses. The "R" grade indicates the student is making progress but has not met minimum course objectives. The student should repeat the course during the next registration. The "R" grade will not be computed in grade point averages and no credit is awarded. (For financial aid and/or veterans' benefits, the "R" grade is classified as non-punitive for GPA purposes; however it will affect Federal Financial Aid Standards of Progress.)

#### **'RF' Grade (Reschedule - Developmental)**

(No Credit) The reschedule grades are awarded in developmental courses below the 100 level. The "RF" indicates the student is making progress but has not met minimum course objectives. The student should reschedule the course during the next registration. The "RF" will not be computed in grade point averages and no credit is awarded. (For financial aid and/or veterans' benefits, the "RF" grade is classified as non-punitive for GPA purposes; however, it will affect Federal Financial Aid Standards of Progress.)

#### **'TR' Grade (Transfer Credit)**

The transfer credit grade is awarded based on review of an official transcript received from an accredited post-secondary institution. The "TR" grade is not computed in Grade Point Average, but credit toward graduation is earned.

### **'W' Grade (Official Withdrawal from a Course)**

(No Credit) The "W" grade indicates withdrawal from a course and takes place after the refund period or census date of the term and on or before the 75% point of the term. It will be recorded as a "W" on the student's permanent transcript. A withdrawal will only be processed if the student or faculty initiates and properly completes the withdrawal process by the required deadline. Withdrawals may be reviewed by the student's academic advisor, program head, department chairperson or academic dean.

**There is no academic penalty for a "W" grade; however, for federal financial aid purposes, "W" grades may count as hours attempted but not earned. Any student who receives Veterans' benefits should check with the Veterans' Officer prior to withdrawing from any course since benefits will not be paid for a "W" grade.**

### **GRADING POLICY**

Vance-Granville Community College employs a letter grading system to evaluate student performance in meeting the stated objectives of the classroom, laboratory, shop, clinical setting, or work experience. Faculty have the academic freedom and responsibility to determine grades according to a method that is professionally acceptable, consistent across the specific academic department at the institution, communicated to all students in the class, and applied to all students equally. In the absence of a department-specific grading scale, the grade assigned will be based upon a 10 point scale.

### **CHANGE OF GRADE**

Awarding grades to students is the responsibility of the instructor. Once awarded, a grade may only be changed with authorization of the instructor and Academic Dean, using the Change of Grade form. A student who wishes to contest a grade must follow the Academic Grievance/Grade Appeals Procedure outlined later in this section.

### **REPEATING COURSES**

A course taken at Vance-Granville Community College may be repeated up to two times (three attempts total) in order to raise the grade if the previous grade was below a "C." For each repeated course, only the highest grade will be used to determine the student's GPA, eligibility for graduation, and eligibility for academic honors. Under extraordinary circumstances, students who earn a "C" or higher should submit a Special Permission Registration form to take the class one more time to fulfill specific program requirements. This form should be submitted, at the time of registration, to the Academic Dean of the division which offers the course.

No course may be repeated more than twice (three attempts total) regardless of previous grades, including "W," or "RF" grades without approval of the Vice President of Learning, Student Engagement & Success. To request a fourth attempt at a course, the student should complete a Special Permission Registration form.

Developmental classes completed more than five years ago no longer meet the prerequisite(s) for subsequent classes and must be repeated.

**Note:** *Veterans' benefits are not payable to students who repeat any course in which they made a grade of "D" or higher, except for Health Science 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 GPA from all previous credit hours attempted.*

## 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. The College seeks to provide students with a warning when they fail to meet minimum academic performance standards, and to provide a means of preventing and/or terminating prolonged failure. This policy applies to all students regardless of their academic program.

Students whose grade point average (GPA) falls below 2.0 are subject to academic warning, which may be followed by probation and suspension. GPA will be calculated at the end of each term using the official grade for each course taken that semester at Vance-Granville Community College.

### Academic Warning

Students failing to meet the minimum GPA of 2.0 during any semester will receive written notification of academic warning from the Student Learning and Success Center. This warning advises students of their academic status and encourages them to meet with their advisor immediately to examine present academic plans.

### Probation

Students whose GPA falls below 2.0 for two successive semesters will be placed on probation, which means the student will have restricted scheduling and must meet with his or her advisor or a counselor to do one or more of the following:

- Limit the number of hours attempted
- Schedule preparatory or remedial courses as needed
- Schedule repeat of courses
- Reconsider academic program and/or receive career counseling

Students will be notified in writing of their status by the Student Learning and Success Center.

### Suspension

Students whose GPA falls below 2.0 for three successive semesters will be placed on academic suspension for one semester, which means the students will not be allowed to register for curriculum courses. Continuing Education courses may still be taken. Students will be notified in writing of their status by the Student Learning and Success Center.

### Appeals

Academic issues related to probation and suspension may be appealed through the appropriate Academic Dean. Students should follow the academic appeals process as outlined in the College catalog.

### Enrollment after Suspension

Readmission decisions are based on the Academic Dean or Campus Dean judgment that the student has made sufficient changes in his or her commitment to college. The student should schedule an appointment to meet a counselor for academic/career advisement, and to complete a *Special Permission Registration* form. The form will be submitted to the appropriate Dean for final approval. The student will remain in academic probationary status until she or he achieves a semester GPA of 2.0 or higher.

**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.*

### **ACADEMIC FORGIVENESS- "D," "F," "WP," and "WF" Grades**

Students may request in writing to have previous grades of "D" or "F" excluded from calculation in their cumulative GPA under the following conditions: The coursework to be forgiven must be at least 5 years old, and consist of "D" or "F" grades. The student must have completed at least 12 credit hours of coursework since that time at an accredited college or university and earned a cumulative GPA of 2.5 or higher. A student may be granted academic forgiveness only one time, and a maximum of 16 semester credit hours total may be forgiven. Former BLET students may request forgiveness of all the credit hours included in the CJC 100 class, up to 19 credit hours.

Requests for academic forgiveness for "D" and "F" grades will be submitted to the Registrar's Office on the appropriate form and reviewed by the current Chair of the Academic Affairs Committee and approved by the Vice President of Learning, Student Engagement & Success. All forgiven "D" and "F" grades will be replaced on the transcript with a grade of "G#" to mark them as forgiven. A copy of the transcript reflecting the original grades will be kept in the student's permanent file with documentation of the forgiveness process.

Students may also request in writing to have previous grades of "WP" or "WF" changed to a "W" on their official transcript. While "WP" and "WF" grades are non-punitive at Vance-Granville Community College, they may be considered punitive at other colleges and could impact a transfer student's academic eligibility. Non-punitive grades do not have the same time frame and GPA requirement for forgiveness as punitive grades.

Requests for changes to withdrawal grades will be submitted to the Registrar's Office on the appropriate form and reviewed by the current Chair of the Academic Affairs Committee and approved by the Vice President of Learning, Student Engagement & Success. A copy of the transcript reflecting the original withdrawal grades will be kept in the student's permanent file.

**Note:** *Grades that are forgiven may not be exempt from academic progress relating to Financial Aid and Veterans benefits. Students should contact the Financial Aid office for more information. Students who plan to transfer to another college or university should contact that institution regarding the impact of forgiven grades on transferability.*

### **Health Science Students Standards of Progress**

A student will not be allowed to continue in specified health science programs with a grade of "C" in certain courses. Refer to the handbook of the specific Health Science program. A grade of "C" or better is required for the general education classes and Radiography classes.

### **ACADEMIC GRIEVANCE/GRADE APPEALS PROCEDURE**

Academic issues include, but are not limited to, the application of attendance policies, grades, classroom/lab or clinical/shop conduct, and admission to or dismissal from a class or program. Students should initiate the grievance/appeals process as soon as a concern develops rather than waiting until the end of the term, as some relevant faculty or staff may not be available between terms. Grade appeals must be on file no later than 20 working days (working days exclude weekends and holidays) after

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 5 working days from the dismissal date. A student having an academic issue must discuss the problem in a calm and sincere manner. Most problems are resolved at the instructor level; however, the Appeals Procedure may involve the following levels of college faculty/staff in this order:

1. Instructor
2. Program Head if applicable
3. Department Chair/Director/Coordinator
4. Academic Dean/Dean of Continuing Education & College + Career Readiness
5. Vice President of Learning, Student Engagement & Success

The procedure will occur in the following order:

1. The student will arrange a meeting with the instructor to discuss the problem as soon as it develops, preferably before the end of the term.

2. If the problem is not resolved with the instructor, the student will contact the Program Head (if applicable)/Department Chair/Director/Coordinator, who will arrange to meet with the student or the student and instructor.

3. If the problem is not resolved the student will obtain an Academic Appeals Procedure Form from the Program Head (if applicable)/Department Chair/Director/Coordinator or from the VGCC website. The student will complete the form and *personally, or electronically via the student's VGCC email address*, submit the form to the Dean detailing his/her academic concerns.

4. For grievances related to Curriculum Programs, the Academic Dean will meet with the instructor and Program Head (if applicable) and/or Department Chair/Director/Coordinator to discuss the concern. For grievances related to continuing education courses, the Dean of Continuing Education & College + Career Readiness will meet the instructor and/or Director/Coordinator to discuss the concern.

5. A written response from the Dean will be provided to the student within 10 working days of receipt of the student's form. It is the student's responsibility to follow up with the Dean during this time period.

6. If not satisfied with the Dean's response, the student will have 5 working days to appeal to the office of the Vice President of Learning, Student Engagement & Success. Students are responsible for submitting the original appeal form with the Dean's response. Students should keep a copy of all documentation related to the appeal for their records.

7. If the concerns are not resolved, the student may request a hearing of the Judicial Committee. The office of the Vice President of Learning, Student Engagement & Success will contact the Judicial Co-chairs to arrange a hearing. A hearing will be scheduled within 10 working days from the receipt of the appeals request. The student will be notified by the office of the Vice President of Learning, Student Engagement & Success of the date, and location of the hearing.

8. The Judicial Committee will provide written recommendation of their decision to the President of the College within 5 working days. The President will make a decision and notify the student within five working days of receipt of the committee's recommendation. *The decision of the President is final.*

## 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. Students may appeal to the academic dean to graduate from a previous catalog under extenuating circumstances.

## 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 Grade Point Average required and knowing their academic standing, and for meeting all other degree requirements. Academic advisors are available to all students, but final responsibility for meeting program and graduation requirements remains with the students.

## GRADUATION REQUIREMENTS

To be eligible for graduation from a diploma or degree program, a student must:

1. Have all official high school **and any required post-secondary transcripts** on file with the Admissions/Records Office at VGCC. (*See General Admissions Procedures section for details*)

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.

The Associate Degree Nursing, Practical Nursing, Medical Assisting, and Radiography Programs have additional grade point average requirements for 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. Complete WorkKeys Assessment. (**See note 2**)

6. Have submitted an Application for Graduation form, signed by his or her academic advisor, to the Registrar's Office.

7. Pay a graduation fee at the Business Office.

**Note 1:** *Transfer students must complete a minimum of 25 percent of the course credit hours as required in their program of study at Vance-Granville Community College.*

**Note 2:** *Beginning May 2013, all students will be **encouraged** to take this assessment before graduating from Vance-Granville Community College. WorkKeys is an assessment system used to measure job skills that are believed to be critical to success in the workplace. It provides students with a portable credential that is nationally recognized by business and industry, provides valuable feedback to curriculum programs, determines skills in need of improvement and offers participants opportunities for career exploration. Recipients can be awarded Career Readiness Certificates (CRC) of Gold, Silver or Bronze based on their skill levels in Applied Mathematics, Reading for Information and Locating Information. The cost of the assessment will be funded from a combination of grants, fees and institutional money. Please note that the required assessment results will not impact a student's GPA or program completion.*

## APPLICATION FOR GRADUATION

Graduation exercises to award degrees and diplomas are held once a year in May for students who have met or will meet graduation requirements by the end of summer semester.

It is the responsibility of the student to complete the application for graduation by established due dates. The Curriculum Application for Graduation may also be found online at: <https://www.vgcc.edu/student-portal/graduation-information/applying-for-curriculum-graduation> and an electronic Application for Graduation is available in myVGCC in the Academic Area.

When this form has been completed by the student and signed by the advisor, it should be forwarded to the Registrar's Office with supporting documentation (a copy of the EVAL report or program checklist). The Registrar will certify the student for graduation once all final grades are received. This process can be completed at any of the VGCC campuses.

The \$20.00 diploma fee will be placed on the student's myVGCC account within 48 business hours from the receipt of the Application for Graduation and must be paid prior to the graduation ceremony, or by the end of the term for August and December graduates. For those students participating in the May graduation ceremony, a cap and gown must be purchased separately at the College bookstore by the first week in April.

## AWARDING OF CURRICULUM CERTIFICATES

A certificate may be awarded with the approval of the Program Head for completing 12 or more credit hours within an approved program of study. The Program Head must submit an *Application for Curriculum Certificate* to the Registrar's Office so that it can be recorded on the student's transcript. An electronic copy of the certificate will be emailed to the student's college email address once eligibility is verified.

To be eligible to earn a certificate the following graduation requirements must be met: all official high school and post-secondary transcripts that are relevant to the certificate must be on file with the Admissions/Records Office, the student must have a cumulative quality point average of at least 2.0 in all courses in the program, and the student must have no indebtedness to the College.

## DEAN'S LIST

At the close of each term, students who are carrying a full load (12 hours or more) in 100-level or higher courses leading to a diploma or degree will be included on the Academic Dean's List, provided they have no grade of "I" and 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.

## PRESIDENT'S LIST

At the close of each term, students who are carrying a full load (12 hours or more) in 100-level or higher courses leading to a diploma or degree will be included on the Academic President's List for that term, provided they have no grade of "I" and that the quality point average of all their grades for that term is 4.0.

## DISTANCE EDUCATION

Curriculum distance education courses are a way for students to take courses for college credit away from the college campus. Web, hybrid, web-enhanced, and VNET courses are all part of Vance-Granville's curriculum distance education program.



Web courses reach the student over the Internet. Reading assignments, research, study sessions, discussion groups, and tests 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.

Hybrid and web-enhanced courses meet part of their credit/contact hour requirements in face-to-face meetings between students and instructor, and complete the remaining requirements via the Internet. In hybrid classes, students complete most of their coursework online, but also have required meetings with their instructor and class throughout the semester. In web-enhanced classes, students complete most of their coursework in a traditional classroom, but satisfy some of their required hours and assignments online. Students in these classes get the benefit of meeting with their instructors regularly, while also having the convenience of completing some of their course hours and requirements at home.

VNET courses are broadcast from/to Vance-Granville's television studio/classroom on Main Campus, Franklin Campus, South Campus, or Warren 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 desktop microphones and after class via the telephone or the Internet. VNET allows the College to offer a broad range of courses that might otherwise not be offered at all campuses.

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

*Students enrolled in distance education courses are not charged a fee for the verification of their identity.*

## **WORK-BASED LEARNING**

Work-Based Learning enables a student to receive college credit by combining an academic education with practical work experience. It provides students an opportunity to gain the professional experience that will make them a valuable asset to future employers and give them an edge in today's competitive job market. Students may or may not be paid for their work. Emphasis is placed on parallel plans of school and work in business, industry, or government, and the program is structured by measurable learning objectives. Students who are interested in Work-Based Learning should see their Department/Program Head. The Work-Based Learning course is not available in all program areas. In applicable programs, students must have a major elective remaining in order to select Work-Based Learning. Human Services Technology and Culinary Arts require Work-Based Learning within their program of study.

Placement in Work-Based Learning is determined by the student's Department/Program Head and the Work-Based Learning Coordinator and is based upon selection criteria that includes, but is not limited to, the student's prior work experience, academic performance, attitude, health, position requirements, and position availability. Every effort is made to place all eligible students, but placement cannot be guaranteed. To determine specific eligibility requirements and participating programs, please visit <https://www.vgcc.edu/wbl/wbl-for-students>.

**Note:** *Most of these courses are ineligible for veterans' benefits. Students should check with the Veterans' Officer, located in Building 8, on Main Campus.*

# **FINANCIAL INFORMATION**

**BUSINESS OFFICE**

The Business Office is responsible for the collection of tuition and fees, student refunds, disbursement of financial aid funds to student accounts, and the distribution of parking permits. The Business Office is open to students between 8 a.m. and 5 p.m. Monday through Thursday and 8 a.m. to 3 p.m. Friday.

The Business Office accepts cash, checks and money orders. MasterCard and VISA card payments are accepted on-line through myVGCC. Payment plans are offered for all terms through Nelnet Campus Commerce, visit our website for more information (<https://www.vgcc.edu/bol/payment-options>).

**TUITION/FEES**

Tuition rates and fees are set by the N.C. Legislature and are subject to change without notice. The tuition rates effective Fall Semester 2019 are shown below. The cost of textbooks and additional fees may vary according to the program of study. The payment of all tuition and fees are required at the time of registration, and no student is officially registered until all fees are paid. There are no additional fees for distance education courses. There is no fee charged to students enrolled in distance education courses for the verification of identity.

**CURRICULUM TUITION:\***

**COSTS PER TERM**

| <b>Certificate, Diploma &amp; Degree Programs</b> | <b>In-State*</b> | <b>Out-of-State*</b> |
|---|------------------|----------------------|
| 16 or more credit hours                           | \$1,216.00       | \$4,288.00           |
| 1-15 hours (per credit hour)                      | \$76.00          | \$268.00             |

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

**CURRICULUM STUDENT ACTIVITY FEE/ACCIDENT INSURANCE:\*\***

**COSTS PER TERM**

| <b>Fall and Spring Terms</b> | <b>In-State</b> | <b>Out-of-State</b> |
|------------------------------|-----------------|---------------------|
| 12 or more credit hours      | \$30.00         | \$30.00             |
| 1-11 credit hours            | \$30.00         | \$30.00             |
| <b>Summer Term</b>           | \$15.00         | \$15.00             |

**TECHNOLOGY FEE:\*\***

**COSTS PER TERM**

| <b>Fall, Spring &amp; Summer Terms</b> | <b>In-State</b> | <b>Out-of-State</b> |
|--|-----------------|---------------------|
| 12 or more credit hours                | \$12.00         | \$12.00             |
| 1-11 credit hours                      | \$ 6.00         | \$ 6.00             |

**CAMPUS ACCESS/SECURITY FEE:\*\***

**COSTS PER TERM**

| <b>Fall, Spring &amp; Summer Terms</b> | <b>In-State</b> | <b>Out-of-State</b> |
|--|-----------------|---------------------|
| Per credit hour                        | \$ 1.50         | \$ 1.50             |

\*Tuition rates effective Fall Semester 2019 are shown above.

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

\*\*Subject to change by the VGCC Board of Trustees; (Accident Insurance fee (\$1.25) is included in the activity fee.)

(Check for updates on the VGCC Business Office page at <https://www.vgcc.edu/bol/tuition-fees>)

## BOOKSTORE

The College operates a Bookstore at each college location where students may purchase books, supplies, and gift items. The regular operating hours vary for each location. The operating hours can be found on the bookstore website at <https://www.vgccbookstore.com/bookstore-hours>.

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

## BOOKSTORE REFUND POLICY

Refunds on books are only allowed during designated time periods for each semester. These time periods and the complete refund policy are posted on the VGCC bookstore website and in the bookstore. To obtain a refund, the student must have the original cash register receipt and the return book(s) must be in the exact condition purchased and/or in the sealed shrink wrapped package. Please visit the bookstore refund policy online at <https://www.vgccbookstore.com/frequently-asked-questions>.

## 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.

## 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 original book price may be paid for books meeting these and other 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.

A buy-back will be held at the end of each term. Dates will be posted on the website at <https://www.vgccbookstore.com/buyback-page>.

## STUDENT ACTIVITY FEES

The proceeds from student activity fees are used to cover extra-curricular costs, such as student I.D. cards, student accident insurance and student activities.

## CAMPUS ACCESS/SECURITY FEE

These fees are used to support the cost of campus access activities, parking, and security. This fee is approved annually by the Vance-Granville Community College Board of Trustees.

## TECHNOLOGY FEE

All curriculum students will be assessed a technology fee. Technology fees are approved annually by the VGCC Board of Trustees. The proceeds from technology fees are used to cover the costs that accompany the use of instructional and student related technology.

## GRADUATION FEE

A graduation fee of \$20.00 per degree or diploma will be due and payable to the Business Office once a curriculum student applies for a degree or diploma and is approved by the Registrar's Office for graduation. The fee covers the cost of the diploma and other graduation expenses not paid for by the College or the State. If participating in the graduation ceremony, an additional fee is paid to the Bookstore for cap and gown and invitations. For more information please visit our website at <https://www.vgcc.edu/student-portal/graduation-information/applying-for-curriculum-graduation>.

**ACCIDENT INSURANCE**

Students who register for curriculum classes and who pay student activity fees receive (at no additional cost) accident insurance covering the student while on campus. In addition, and depending on course requirements, some Occupational Extension students will be required to purchase student accident insurance. Accident insurance is secondary to the student's personal medical insurance.

**STUDENT HEALTH INSURANCE**

This coverage is required for certain Health Sciences programs in order to participate in clinical activities.

**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, Pharmacy Technology, 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**

No student in any program will be permitted to register or remain enrolled in College-sponsored activities if he/she has an indebtedness to the College. Examples of indebtedness include unpaid tuition, fees, loans, parking fines, Childcare fees, and returned checks. Diplomas, certificates, and/or Academic transcripts will be withheld when financial obligations to the College are not met.

Exceptions Below can be found in 1E SBCC 200.2

A person or organization demonstrates to the satisfaction of the college the ability to pay the outstanding obligation and guarantees in writing to pay the balance if the student fails to do so;

A student is registered in a course section offered for the benefit of a company or agency. For the purpose of this rule, company or agency specific course sections are courses where the company pays the tuition or registration, and courses where attendance in the course section is limited to employees of the company or agency;

A student is registered in a course that is on a specialized course list approved by the State Board of Community Colleges and supports the organizational training needs for entities specified in G.S. 115D-5(b)(2)

Unless otherwise prohibited by law, colleges may withhold transcripts of grades and any other service pending resolution of outstanding monetary obligations. This statement shall not be construed to prohibit a college's board of trustees from adding more stringent provisions that are allowable under law regarding outstanding monetary balances.

**TUITION REFUND POLICY**

Eligibility for tuition refunds are determined by the state policy in effect during the specified term, which will be published prior to the beginning of each term. Currently, 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 of tuition. The student activity fee, campus access/security fee,

technology fee, and malpractice insurance fee (if applicable) will be 100% refunded when a student officially withdraws from all curriculum classes prior to the first day of the semester. These fees are not refundable once the semester begins. Official withdrawal forms may be obtained from the Main Campus Admissions/Records Office or from the Campus Dean.

**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 supersede 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 who are eligible to receive veterans' benefits. Childcare funds may also be available if the student is eligible.

Inquiries regarding scholarships should be directed to the College's Endowment Fund Office, and questions concerning federal-and-state-funded financial aid programs should be directed to the Financial Aid Office.

Special billings, including sponsorships, employer payments, and third party billing agreements, should be directed to the Business Office.

### **Eligibility**

Detailed information concerning financial aid policies, student Standards of Academic Progress, deadlines and eligibility requirements is available from the Financial Aid Office by request. The Financial Aid website <https://www.vgcc.edu/fao> provides additional information regarding financial aid at VGCC.

### **Return of Funds**

Federal regulations for Title IV aid 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 and withdraws, or stops attending prior to completing sixty percent of a semester/term. This means that a student is required to repay a portion of the funds he/she received for the term, including tuition, fees and charges at the bookstore. The student's calculation is based on his/her last date of attendance.

Regulations for state aid also require that students must attend their classes in order to maintain eligibility for financial aid. Colleges must perform a "State Return of Funds" calculation for each student who receives state aid (North Carolina Community College Grant and North Carolina Education Lottery Scholarship programs) and withdraws or stops attending courses during the first thirty-five (35) percent of the term. The amount of aid being returned depends on the student's last date of attendance, and the student is required to repay a portion of the funds he/she received for the term, including tuition, fees, and charges at the bookstore.

Students are encouraged to discuss the consequences of dropping or withdrawing from classes with their academic advisor and the Financial Aid Office before they stop attending. Additional information regarding the return of funds procedure is available at <https://www.vgcc.edu/fao/r2t4>.

**CLOCK-TO-CREDIT 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 diploma programs of study require the use of this formula when calculating enrollment status for Title IV Financial Aid:

- Air Conditioning, Heating & Refrigeration Technology
- Basic Law Enforcement Training
- Carpentry
- Cosmetology
- Electrical Systems Technology
- Practical Nursing
- Welding Technology

Full-time status:.....12 cr hrs and ≥ 29 contact hours

Three quarter time status:..... 9-11 cr hrs and 22-28 contact hours

Half-time status:..... 6-8 cr hrs and 15-21 contact hours

Less than half-time status: .....1-5 cr hrs and 03-14 contact hours

**CLOCK HOUR PROGRAM**

Federal regulation requires the College to administer Title IV funding to returning students in the *Cosmetology* program (prior to 2016-2017) solely by clock hour progression. For further information, please visit the Financial Aid website at <https://www.vgcc.edu/fao>.

**FINANCIAL AID ASSISTANCE**

Students may receive assistance with financial aid on an individual basis. Students requesting assistance should visit or call the Financial Aid Office at (252) 738-3280. Financial aid staff contact information is also available on the Financial Aid website at <https://www.vgcc.edu/fao>. Assistance is also provided by the U.S. Department of Education at 1-800-443-3243. TTY users (hearing impaired) may call 1-800-730-8913.

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.

**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).

Eligibility requirements include:

- 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 an overpayment on any 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/Records Office.

Students must apply for financial aid each year. Students should complete the FAFSA online at <https://fafsa.ed.gov/>. Instructions and application worksheets are available on the FAFSA website. FAFSA on the Web Worksheets for the online application are also available in the Financial Aid Office in room 8212 and all of VGCC's campuses. In order to be considered for maximum need based grants, students should complete their FAFSA as soon as possible after October 1 each year.

### **AWARD PROCESS**

The financial aid application process may take four weeks or longer during peak application periods prior to the beginning of the term. Once a student's FAFSA has been received, the Financial Aid Office will send a notification to his/her VGCC email account. Students may also view their financial aid information in myVGCC. Students who complete the application process and receive award notifications prior to registration may have their tuition and fees deducted from their grant award(s). Students should view VGCC's published tuition deadlines each semester online at <https://www.vgcc.edu/>. It is important to note that students cannot receive financial aid, including grants, at two schools for the same time period.

Book charges and credit balance disbursement will be described in information provided to students with their award notification. Attendance verification is required prior to the disbursement of federal and state aid. If grant awards are approved too late for the registration process, students will receive their grant(s) at a designated point in the term after acceptable attendance verification is collected by the Student Development division.

Federal and state aid award amounts are determined in part by a student's enrollment status. Awards are subject to be reduced if a student drops courses, fails to attend through the published census date(s), or is dropped from class for nonattendance. Refer to the financial aid award notification to determine the monetary implications of dropping, withdrawing, or not attending classes. Contact the Financial Aid Office at (252) 738-3280 for any questions about awards, census date(s) or dropping/withdrawing from classes.

### **FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS**

To receive financial aid, students must meet VGCC's Standards of Academic Progress (SAP). Each student is expected to maintain SAP toward completing the requirements of a degree, diploma or certificate. These standards are applied to a student's entire academic history at VGCC, including transfer hours from other schools and periods when financial aid was not received. Keeping your financial aid involves making continued successful progress toward obtaining a degree. Standards of Academic Progress include:

- Maintain a 2.0 cumulative grade point average
- Complete at least 67% of credit hours attempted with a passing grade
- Complete program of study in a time frame not to exceed 150% of the published length of the program

The Financial Aid Office will check students' grades and progress at the end of each semester. Credit hours for course incompletes, withdrawals and repetitions will be counted as hours attempted for SAP. After grades



and progress are checked, students will be sent a SAP notification to their VGCC email account from the Financial Aid Office.

Students who are meeting SAP requirements are given a Financial Aid Satisfactory status and remain eligible for financial aid. Students who are not meeting SAP are placed on Financial Aid Academic Warning and remain eligible for financial aid for one payment period. Students who fail to meet all SAP requirements at the end of the academic warning period will be placed on Financial Aid Suspension and are not eligible for financial aid. Students who exceed their program of study time frame will be placed on Financial Aid Suspension and are not eligible for financial aid.

Students suspended from financial aid may submit a Financial Aid Academic Appeal Form to the Financial Aid Office for reinstatement of aid. An appeal should only be submitted if a student's failure to maintain the standards of academic progress is based upon extenuating circumstances. Circumstances may include, but are not limited to, medical issues, death, or illness. Submission of an appeal form does not guarantee reinstatement of financial aid. Appeal forms are reviewed by the Financial Aid Academic Appeals Committee and their decision is final.

If the appeal is denied, the student may not submit another Financial Aid Academic Appeal in the current or following years until he/she has successfully completed a minimum of 9 hours with a 2.5 GPA and 100% completion rate (no F/RF, failing grades, or withdrawals).

If the appeal is approved, the student will be placed on Continued Probation. Before aid is awarded for an approved appeal, the student must establish a Financial Aid Academic Plan for one or more semesters with the Financial Aid Office. The Academic Plan outlines the requirements a student must meet in order to remain eligible for financial aid and achieve Satisfactory SAP status. In addition to the academic plan, students with an approved appeal for maximum timeframe are required to provide a degree completion plan signed by their academic advisor.

Students with a Continued Probation status will be evaluated at the end of each payment period (term) to determine his/her SAP status. Until the student achieves a Satisfactory SAP status or graduates, the student is expected to meet the Academic Plan requirements to remain eligible for financial aid. Failure to meet the Academic Plan requirements will result in the termination of financial aid eligibility.

Information about VGCC's Financial Aid Standards of Academic Progress is available in the Financial Aid Office and online at <https://www.vgcc.edu/fao/standards-of-academic-progress>. Students may also visit or contact the Financial Aid Office with SAP related questions.

## TYPES OF FINANCIAL AID HANDLED BY FINANCIAL AID OFFICE

### GRANTS

#### **Federal Pell Grant (Maximum Eligibility: 600%)**

This federal program offers grants, which do not have to be repaid, to students who demonstrate financial need and meet eligibility requirements. To apply for a Federal Pell Grant, students must complete the FAFSA. The award amount is determined by cost of attendance, Expected Family Contribution (EFC) from student's FAFSA results, and enrollment status. The value of the grant is estimated to range from \$657 to \$6195 for the year for full-time enrollment.

A student's maximum lifetime eligibility for the Federal Pell Grant program is 600% or the equivalent of 12 full-time semesters. This includes courses taken at all institutions attended – past, present and future.

**\*Students who have earned a professional or bachelor's degree are not eligible for the Pell Grant.**

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

This federal program offers grants to Pell Grant recipients with exceptional financial need. No additional application is necessary to apply. All Pell recipients are automatically considered. However, early submission of the FAFSA is strongly encouraged. Full-time and part-time students are eligible to receive the grant. The value of the grant is estimated to range from \$100 to \$1,000 for the year depending on federal allocation.

**\*Students who have earned a professional or bachelor's degree are not eligible for the Federal SEOG award.**

### **North Carolina Community College Grant (Maximum Eligibility: 6 full-time semesters)**

Grants are available to North Carolina residents who demonstrate financial need and are enrolled at a North Carolina community college. To apply, students must complete the FAFSA, which is also used to qualify for Federal Pell Grants.

Eligibility is determined by the same criteria as the Federal Pell Grant. In addition, students must be a North Carolina resident for tuition purposes and be enrolled for at least 6 credit hours per semester. Students not eligible for the Federal Pell Grant may be considered for the grant based on their demonstrated need. Award amounts are defined by the State each year. The value of the grant is estimated to range from \$100 to \$2400 for the year. The North Carolina General Assembly has authorized awarding additional NCCCG funds to students who meet the new "full-time PLUS" enrollment status (enrolled in 15 or more hours for a semester). If enrolled in less than 15 hours, the student's NCCCG award will be adjusted. State grants are not awarded during the summer semester.

A student's maximum lifetime eligibility for the NC Community College Grant is the equivalent of 6 full-time semesters.

**\*Students who have earned a professional or bachelor's degree are not eligible for the NC Community College Grant.**

### **Vance-Granville Departmental Grants**

For the purpose of assisting full and part-time students with college tuition expenses, funds earned from Bookstore profits are made available in departmental grants each year. Recipients of these grants are selected by the Academic Dean, Campus Dean, Dean Student Retention & Success, Advising & College Success or Financial Aid Office. Grant amounts will vary depending on availability of funds and are non-refundable to students. Departmental Grants may be adjusted if additional financial aid or scholarship(s) is awarded.

## SCHOLARSHIPS

### **North Carolina Education Lottery Scholarship** (Maximum Eligibility: 10 full-time semesters)

The North Carolina Education Lottery Scholarship (ELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities within the state of North Carolina. To apply, students must complete the FAFSA, which is also used to qualify for Federal Pell Grants.

Eligibility is determined by the same criteria as the Federal Pell Grant. In addition, students must be a North Carolina resident for tuition purposes and be enrolled for at least 6 credit hours per semester. Award amounts are defined by the State each year. The value of the Education Lottery Scholarship is estimated to range from \$152 to \$2752 for the year. The scholarship is not awarded during the summer semester.

A student's maximum lifetime eligibility for the NC Education Lottery Scholarship is the equivalent of 10 full-time semesters.

**\*Students who have earned a professional or bachelor's degree are not eligible for the NC Education Lottery Scholarship.**

### **Vance-Granville Scholarships**

Vance-Granville Community College's scholarships are awarded individually to curriculum students based on criteria outlined for each award. Academic standing and need basis are factors in determining the recipients, but they are not the primary criteria in all cases. Students may apply online at <https://www.vgcc.edu/fao/scholarships>.

Scholarship recipients are selected by a scholarship selection committee unless otherwise stipulated in the criteria of the scholarship.

The priority deadline date for full consideration to receive scholarships relating to the 2019-2020 academic year is June 30, 2019. Scholarship applications may be accepted after the priority deadline.

The VGCC Endowment Fund awards three levels of scholarships made possible by the contributions of various individuals, businesses, industries, civic clubs, churches and organizations.

### **Presidential Excellence Awards**

The Presidential Excellence Award recognizes students who are currently or newly enrolled in at least nine credit hours with exemplary scholastic records. Currently, the scholarship award may be up to \$3,000.

### **Presidential Scholar Awards**

The Presidential Scholar Award recognizes students who are currently or newly enrolled in at least nine credit hours with exemplary scholastic records. Currently, the scholarship award may be up to \$1,250.

### **Presidential Merit Awards**

Candidates for these awards may be either currently or newly enrolled students who are enrolled in at least nine credit hours with excellent scholastic records. Currently the scholarship award may be up to \$750.

### **Academic Achievement Scholarships**

Recipients of Academic Achievement Scholarships may be either currently or newly enrolled students who are enrolled in at least nine credit hours at VGCC with high scholastic ability, or graduating high school seniors selected by their counselors or principals. Currently the scholarship award may be up to \$500.

## **Annual Scholarships**

In addition, a number of businesses, industries, and individuals fund annual scholarships for our students. To learn more about these scholarships and other scholarships, call the Endowment Office at (252) 738-3409 or (252) 738-3264.

## **VanGuarantee Scholarship Program**

The VanGuarantee program, funded by the Wilbert A. Edwards Estate Gift, guarantees student financial need, unmet by federal financial aid and other support, will be covered. Scholarship aid under this program is available for tuition, books or other college fees. You may also visit our website at <https://www.vgcc.edu/faq/vanguard>.

Recipients must meet eligibility criteria which include:

- The recipient must qualify for in-state tuition, based on qualifications defined by the State of North Carolina for community college admissions, and must have established and maintained legal, permanent residency within Vance, Granville, Franklin, or Warren county for at least twelve (12) consecutive months before the beginning of the the term;
- The recipient must not possess a post-secondary degree from any degree-granting institution (including associate, baccalaureate, or graduate/professional degree credentials);
- The recipient must be enrolled in 9 or more credit hours in any curriculum program;
- The recipient must apply and meet eligibility requirements for both endowment scholarships and federal/state financial aid, and have financial need as reported in their Free Application for Student Assistance (FAFSA);
- The recipient must first utilize any federal/state aid, scholarships, voucher, waiver or third party sponsorship;
- The recipient must not owe any outstanding debts, be in default on any student loans, or owe an overpayment on any Title IV grants to the college or any other educational institution;
- The recipient must have a minimum cumulative GPA of 2.5 or higher and remain aid eligible.

For scholarship information and program updates, visit <https://www.cfnc.org>.

## **OTHER FINANCIAL AID**

### **High School Equivalency/Adult High School Diploma Completion Tuition Certificate**

Recipients of this certificate are students who have successfully completed the High School Equivalency or Adult High School Diploma program at Vance-Granville Community College. The certificate, which has no cash value, provides a waiver of in-state tuition and fees for one semester of curriculum education at VGCC. Recipients are required to apply for financial aid by completing the FAFSA. If the recipient qualifies for aid, the certificate may not be combined with financial aid awards and/or scholarships. The certificate may only be redeemed during the recipient's first semester of curriculum enrollment.

### College Foundation, Inc.

College Foundation, Inc., (CFI), is a nonprofit corporation that offers students and parents financial assistance. To learn more about career related scholarships and other scholarships, visit the College Foundation of North Carolina website at <https://www.cfnc.org>.

### Veterans Educational Assistance

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 dependents 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.

VGCC is an eligible institution for Department of Veterans Affairs education benefits. 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

Student records are kept by the College on veteran and non-veteran students alike. Official records are kept in the Admissions/Records Office. Please refer to Student Records and/or Transcript Request in the *Admissions, Registration and Records* section of the catalog.

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

### Federal Direct Loan Program

Vance-Granville Community College does not participate in the William D. Ford Federal Direct Loan Program. However, students with prior Stafford or Direct Loans are eligible for enrollment deferments while attending VGCC. Students wishing to have new student loans may pursue alternative education loans available from one of many private lenders. Information is available in the Financial Aid Office or online at <https://www.vgcc.edu/fao/loans/>.

### Federal Work-Study Program

Vance-Granville Community College participates in the federally-supported Work-Study Program. Work-Study employment provides job opportunities for students with financial need and is available on a part-time basis while classes are in session (usually 12 to 15 hours per week). To apply, students must complete the FAFSA and meet eligibility requirements.

Interested and eligible students must complete the VGCC Federal Work-Study Application. Submitting an application does not guarantee the student a work-study position. Placement into a position is contingent on job availability, student's qualifications, and program funding.

Priority is given to students who are enrolled in 9 or more credit hours for the fall and spring semesters and 6 or more credit hours for the summer semester. Information is available in the Financial Aid Office and online at <https://www.vgcc.edu/fao/types-aid>. Contact the Work-Study Coordinator at (252) 738-3280 with any questions related to the program.

### **Childcare Grant Program**

For the purpose of assisting student-parents with childcare expenses, the North Carolina General Assembly appropriates funding each academic year for childcare grants. The intent of this grant is to assist need-based students with the financial responsibilities of childcare so they may enroll and complete their educational goals. To apply, students must complete the FAFSA and meet eligibility requirements. In addition, students must complete the childcare grant application which is available online and in the Financial Aid Office. Students should apply as early as possible; however, submitting an application does not guarantee a childcare grant will be awarded.

The selection process for this award includes many factors such as availability of funds, grades and academic progress, program of study, enrollment status, financial need and other criteria as deemed necessary. The award amount is determined by the student's cost of attendance and available funding. If selected, assistance begins September 1 of each school year and ends April 30 of the following year.

### **WORKFORCE INNOVATION AND OPPORTUNITY ACT**

The Workforce Innovation and Opportunity Act (WIOA) is funded through the U.S. Department of Labor, which allocates funds to states, who then allocate funds to local Workforce Development Boards. WIOA provides training and employment opportunities through one-stop delivery systems. Vance-Granville Community College serves as a key partner and contractor with NCWorks Career Centers, the local one-stop delivery system that is administered by the Kerr-Tar Workforce Development Board through the Kerr-Tar Council of Governments. Through this system, a variety of educational and occupational skills training opportunities are provided to eligible persons who are unemployed, underemployed or economically disadvantaged.

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

As a training provider, Vance-Granville will offer curriculum-based training for eligible persons where possible. Also, participants may receive financial assistance, counseling, tutoring and job placement services depending upon the availability of funds.

# **STUDENT RESOURCES**

## CHILD CARE SERVICES

The College operates a full-time Child Care Center on its Main Campus as a training laboratory for the Early Childhood Associate program.

The Main Campus center maintains a Five-Star License with the State of North Carolina. One to five-year-old children of students, staff, and others are eligible for admittance.

The Main Campus Child Care Center opens at 7:30 a.m. and closes 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 the VGCC child care facility should contact the child care manager. Because of the high demand for child care services depending on the age group, a waiting list for enrollment is maintained at the center.

## CONFIDENTIALITY STATEMENT

All documentation provided will be strictly confidential. No information, except as provided by law, will be released to anyone, including parents, without the student's written consent.

## HEALTH SERVICES

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

Students may purchase a major medical insurance plan available through <http://www.studentccsi.com/>.

## 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.

## LIBRARY SERVICES

Library Services provides reference and instructional support, print and non-print media, audio-visual equipment, online databases, Internet access, and supports distance education with remote access to resources and services. Students can find information in their field of study as well as general interest material and can benefit from interlibrary loan agreements. Library Services staff provide information literacy classes. Individual instruction is available as needed.

In addition to providing information resources, Library Services offers students a variety of other resources, including places for quiet or group study and access to computers, printers, and copiers.

In order to check out materials or use computers, students must obtain a library card by completing an information form, providing their student ID, and signing a statement agreeing to Library Services procedures. For additional information please visit <http://www.vgcc.edu/library>.

## OPEN COMPUTER LABS

Each campus has an open computer lab where students may use computers to complete course assignments or to practice skills. Software is provided that will allow students to write papers, work on spreadsheets, create presentations, and do Internet research. Lab technicians are available to assist students. In order to use the lab, students must fill out a card each semester signed by an instructor, must sign a statement agreeing to follow the lab rules, and must sign in and out each time they use the lab.



## ORGANIZATIONS AND ACTIVITIES

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

The student activities program is designed to provide a variety of meaningful educational, cultural, and social experiences. The program may include student government, publications, departmental clubs, and special interest groups. For additional information, visit the VGCC website at <https://www.vgcc.edu/student-activities-athletics>.

### **Ambassador Program**

The Ambassador Program is composed of a group of students from various program areas who have been nominated by the faculty and selected by a committee for their academic achievement, leadership potential, and vocational promise. Those selected are given specialized leadership training designed to be useful well beyond their graduation. These student leaders represent the College at special events on campus as well as in the community for a term of one year. Ambassadors host campus activities, conduct campus tours, speak to community groups, assist with registration/orientation, and participate in endowment fund activities. VGCC student ambassadors are provided special apparel that identifies them as leaders, a financial award, and the opportunity to meet community, elected, and business leaders throughout the region. The Ambassadors meet regularly for leadership development and planning purposes. *For more information on the Ambassador Program, contact the Office of Student Activities and Athletics.*

### **Athletics**

VGCC participates in the National Junior College Athletic Association (NJCAA) Intercollegiate Athletics in men's basketball and women's volleyball. Interested students should contact the Office of Student Activities and Athletics. For more information, visit the VGCC website at <https://www.vgcc.edu/athletics/>.

### **Clubs**

The VGCC Student Government Association sponsors clubs that support the academic mission of the college. A faculty or staff 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 College 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. For more information, contact the Office of Student Activities & Athletics or visit the VGCC website at <https://www.vgcc.edu/student-activities-athletics>.

### **Minority Male Success Initiative**

The Minority Male Success Initiative is an empowering and engaging program that provides male students with support and guidance. The initiative helps male students in acquiring the confidence, resources and skills needed to succeed academically and socially at Vance-Granville Community College.

Incoming male students are invited to join the Minority Male Success Initiative. Any male student that joins the Minority Male Success Initiative is known as a Mentee and is assigned a coach. Mentees participate in regular meetings that feature a speaker and/or a workshop on an academic topic or life skills. Mentees voluntarily participate in workshops, activities and programs that encourage student leadership.

### Phi Theta Kappa

The purpose of the Alpha Sigma Chi chapter of Phi Theta Kappa is to recognize and encourage scholarship among two-year college students. The society provides opportunity for the development of leadership and service, an intellectual climate for exchange of ideas and ideals, lively fellowship for scholars, and stimulation of interest in continuing academic excellence. Membership is by invitation only. Students must be enrolled in a regionally accredited institution offering an associate degree program, have completed at least 12 hours of course work leading to an associate degree, have a grade point average of 3.5 (3.75 for part-time students), and enjoy full rights of citizenship. Members are inducted during spring semester only and must meet all criteria at the time of induction. *For more information, contact the Office of Student Activities & Athletics or visit the VGCC website <https://www.vgcc.edu/student-activities-athletics>.*

### Student Government Association (SGA)

The SGA is designed to promote the general welfare of the College in a democratic fashion and to facilitate communication among the student body, the faculty, and the administration. Student government provides a means through which students can promote interest in student activities both on and off campus. Representatives are elected both by academic departments and by student organizations. *For more information, contact Office of Student Activities & Athletics or visit the VGCC website at <https://www.vgcc.edu/student-activities-athletics>.*

### PARKING

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.

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 and across from Building 8. Visitors are required to have a temporary parking permit displayed on their vehicle's dashboard. Temporary parking permits may be obtained from the receptionist in Building 1.

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 or placard from the North Carolina Division of Motor Vehicles indicating the driver's disabilities. However, all persons displaying a handicap placard must be in possession of the corresponding DMV registration card. (See Student Code of Conduct, Policies and Procedures for rules on parking.)

### TESTING CENTERS

VGCC's Main, South, and Franklin Campuses all have approved Pearson VUE Testing Centers. These testing centers accommodate all VGCC testing requirements and may provide proctoring services by appointment for a nominal fee. Warren County Campus provides limited testing options including placement testing for curriculum classes. *For contact information and directions, please visit our website at <https://www.vgcc.edu/testing-services/vgcc-testing-locations>.*

**LEARNING,  
STUDENT ENGAGEMENT  
& SUCCESS**

The Learning, Student Engagement, & Success Division at Vance-Granville Community College offers programs for educational improvement as well as a variety of services to ensure student success. Services that are available to students in Advising & College Success include advising, counseling, minority male mentoring, disability services, career and tutorial services. The division's Literacy programs include services to help students improve their reading, writing and math skills; earn a high school diploma or High School Equivalency (HSE); or improve English speaking, writing and reading skills for those whose native language is not English.

### ADVISING AND COLLEGE SUCCESS

Student success is the central goal of Advising and College Success. Central to this mission is the provision of a supportive environment that encourages and assists students in developing and achieving their personal and educational goals.

Whether students are having personal issues, having difficulty with a class, or are needing some direction, getting help is the smart thing to do. One of the great things about Vance-Granville Community College is that assistance is readily available and free.

Advising and College Success offers several services including: career services, personal counseling, academic advising and tutoring services. Visit one of our three offices: Main Campus, Building 8, South Campus, Room G102, and Franklin Campus, Main Building.

### ACADEMIC ADVISING

Academic Advising assists students in the planning and developing of educational and career goals. Students must have their selected courses approved by their Academic Advisor prior to registration. During the drop/add period of the term, students must contact their advisor to add a course, but may drop courses through their myVGCC account. It is highly recommended that students discuss all registration changes with their advisor. For more information, please see the Drop and Add and Withdrawal from a Course(s) sections of the catalog.

Students are also encouraged to meet with their Academic Advisor at a time other than registration each term to discuss their academic progress and planning.

Although Academic Advisors assist students in planning course schedules, the final responsibility for meeting all academic requirements for graduation rests with the student.

**Note:** *Students receiving financial aid and/or Veteran's Assistance will receive aid only for courses included in their program of study. Financial aid recipients should consult with the Financial Aid Office before making changes to course schedules.*

### ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) provides free, appointment-based tutorial services for various subjects and is available on all VGCC campuses. A referral form must be completed before receiving in-person services; referral forms are available in the Academic Success Center, open computer labs, Advising & College Success and from instructors on all campuses. Upon completing a referral form and submitting it to the ASC, students may start scheduling appointments to meet with a tutor. An email referral from an instructor can be used in lieu of a referral form for tutorial services at the ASC.

Additionally, free online tutoring support is available to all VGCC students through the online tutorial service Upswing. Students can set up appointments for any course through Upswing or use Upswing's drop-in tutorial services for help in Math and English courses. Students can access Upswing through its link in every course's Moodle page or by visiting <http://www.vgcc.upswing.io>; access to Upswing does not require an email referral or complete

referral form. Please contact the Academic Success Center Coordinator for any information regarding the ASC or visit the ASC website at <https://www.vgcc.edu/asc>.

## CAREER SERVICES

Career Services are available to prospective students, current students, and alumni of Vance-Granville Community College who need assistance with career development. 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. Career assessment tools are available to help students identify occupations that meet their individual interests and needs. Emphasis is placed on aligning academic and career goals to achieve personal and professional success. Students may access online career exploration and assessment tools at <https://www.vgcc.edu/career-services/career-exploration>.

Career Services also offers assistance with resumes and job search correspondence, interview preparation, mock interviews, career coaching, workshops, and career fairs.

Vance-Granville Community College students and alumni are able to access an on-line job posting system, as well as career development tools and resources, from any location on or off campus free of charge at <https://www.collegecentral.com/vgcc/>. The system, managed by College Central Network, offers a local and national jobs board, a resume builder, electronic career portfolios, Career Advice Documents, podcasts, videos on various topics, career articles, and a Job Search Toolkit. Employers are able to post and manage their employment opportunities independently and at no charge.

Please contact the Director of Career Services for more information or visit <http://www.vgcc.edu/career-services-overview>.

## COUNSELING SERVICES

Counseling Services provides personal counseling and advising, guidance in life skills, and intervention to assist students who may be experiencing difficulties that influence student success. Services are provided to students who are experiencing stress due to academic, career, or personal problems which may interfere with their ability to take full advantage of their educational opportunities. Counselors are also involved in consultation with faculty and staff for student advocacy needs, program development and outreach programming. Counselors are actively involved with New Student Orientation and other retention activities.

Counseling Services maintains relationships with community mental health services in order to accommodate students who may have mental health issues. Services are free and confidentiality is guaranteed within legal and ethical guidelines. For more information, visit the VGCC website at <https://www.vgcc.edu/office-of-accessibility>.

## NEW STUDENT ORIENTATION

One of the most important things you can do to assure your success as a new student is to get to know your new college. Attending New Student Orientation is a great start for new students and students who have been away from VGCC for over three years. Attending an orientation session is **required**; each campus has scheduled sessions at convenient times, and it is also available online. New Student Orientation will inform and prepare you for college life. During New Student Orientation you will meet resource people, learn where to find campus resources, and access online resources including how to register for classes. In addition, you will meet other new students and interact with student leaders. For more information, visit the VGCC website at <http://www.vgcc.edu/admissionoffice/orientation>.

## SERVICE LEARNING

Service Learning integrates community service with academic instruction. By relating the learning objectives with the service objectives, all parties involved benefit. The student has specific objectives that relate to a curriculum for which he or she receives academic credit. The learning outcomes are dictated by program outcomes that support community needs. Information about Service Learning activities on campus may be obtained through Career Services located in Building 8 on Main Campus.

## DISABILITY POLICIES AND ACCOMMODATIONS

The Americans with Disabilities Act (ADA) states:

"No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

"Otherwise qualified" in the ADA means that only those people who are able to meet the technical and academic qualifications for entry into a school, program, or activity are protected by the ADA. This means accommodations which call for a "fundamental alteration" of a program or which would impose an undue financial or administrative burden are not required.

The College has no responsibility for identification and evaluation of students with disabilities. If an evaluation is needed, the expense is the student's responsibility.

### Procedure for Requesting Reasonable Accommodations

To initiate a request for accommodations, a student must do the following:

- Meet the admission requirements: application for admission, transcripts, and placement testing. Alternate placement testing format must be arranged in advance.
- Self-identify to a Disability Services Counselor or staff member that he or she has a disability and is requesting accommodations.
- Arrange an appointment with a Disability Services Counselor to determine if he or she qualifies for reasonable accommodations 30 days prior to the beginning of the semester.
- Provide appropriate documentation of the disability (see the guidelines which follow).
- Allow ten (10) business days for all documentation to be reviewed and processed for potential accommodations. This process must be completed before accommodations are approved or denied. Additional time may be required to fully fulfill reasonable accommodations.
- Request specific accommodation(s), for optimal service, prior to the first day of class. Requests for accommodations can be made at any point in the semester. Mid-semester requests are not retroactive to the beginning of the semester of the request.
- Discuss the disability with his or her instructor(s) and provide the instructor(s) with a copy of the Request for Accommodations form letter.

### Disability Services Documentation Guidelines

Students seeking academic accommodations are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. All documentation is confidential and is not considered a part of the academic transcript. The following guidelines are provided in the interest of identifying evaluation reports appropriate to document eligibility.

- The documentation must be comprehensive and include a clear diagnostic statement.
- Documentation must be current (within five years) and comprehensive.
- Reports must contain the names, titles, and license information of the evaluator(s), and the dates of evaluation(s).
- Reports must be submitted on professional letterhead. Prescription pads and copies of letterhead are not acceptable.
- Reports should contain recommendations for reasonable accommodations suitable to a postsecondary academic setting. Specific suggestions to best assist the identified student are also very helpful.

### **Americans with Disabilities Act Complaint Procedure**

Vance-Granville Community College has adopted an internal procedure which provides for the prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act (ADA). Complaints should be addressed to the Dean of Student Access & Support, who has designated the Disability Services Counselor to coordinate disability services for students.

- A complaint should be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
- A complaint should be filed within 30 calendar days after the Complainant becomes aware of the alleged violation.
- An investigation, as may be appropriate, shall follow the filing of a complaint. The investigation shall be informal but thorough and afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
- A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued and forwarded to the complainant no later than 10 calendar days after its filing.
- The complainant can request a reconsideration of the case if he/she is dissatisfied with the resolution. The request for reconsideration should be made to the Dean of Student Access & Support within 10 calendar days.
- The Dean of Student Access & Support shall maintain the files and records relating to the complaints filed.
- The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by nor shall the use of this procedure be a prerequisite to the pursuit of other remedies.

Other remedies include the filing of an ADA complaint with the Office of Civil Rights, a department of the U.S. Department of Education or other responsible federal agencies. For more information, visit the VGCC website at <https://www.vgcc.edu/office-of-accessibility>.

### **LITERACY EDUCATION PROGRAMS**

Literacy programs are located at all four of Vance-Granville Community College's campuses as well as several community based sites. These programs are offered day, evening and online. For more information on these programs you may visit our website at <https://www.vgcc.edu/college-career-readiness>.

### **College and Career Readiness**

The College and Career Readiness Program is designed to develop and improve a person's mastery of basic skills in reading, writing, math, communication, and critical thinking. Adult participants improve basic skills for the workplace, achieve personal goals, and prepare for enrollment in the Adult High School (AHS) or High School Equivalency (HSE) program.

Adults 18 years of age or older with less than an eighth grade education or those assessed as performing at less than a high school level of proficiency in reading, math, or language skills may enroll in the Adult Basic Education (ABE) Program. Classes are available at each of Vance-Granville Community

College’s campuses and at other sites located throughout the college’s service area. Instructors work individually with students in planning the most effective study program. Students enrolled in the program study in a classroom setting. Adult Basic Education classes are free.

**Basic Skills Plus**

The Basic Skills Plus program is designed to provide employability skills, job-specific occupational and technical skills, and developmental education instruction to students concurrently enrolled in a community college course leading to a high school diploma or equivalent certificate. Students who are seeking a high school diploma or equivalent and are enrolled in an Adult Basic Skills course are eligible for Basic Skills Plus.

**Adult High School (AHS) Diploma**

The Adult High School (AHS) Diploma Program is available to meet the needs of adults 18 years of age and older who have not completed high school. There are several steps in the application process. Applicants must first take a placement test in order to determine their skill level in reading and math. Since this is a high school program, the applicant’s test results must demonstrate a high school proficiency level in the two tested areas. The next step is the evaluation of the official transcript from the former high school by lead instructors at the campus sites or the Coordinator on the main campus. Students requiring more than six (6) high school credits are encouraged to pursue their high school equivalency diploma. Once it is determined that the applicant will be accepted, the applicant will decide whether he/she would like to enroll in the more traditional classroom setting or the online program. The Adult High School Program requirements are the same for both programs, traditional and online. All requirements are based on the *revised* North Carolina Standard Course of Study. It is mandatory that students successfully master and complete the required courses. The basic courses required for high school completion according to the North Carolina Standard Course of Study are as follows:

| COURSES        | UNITS     |
|----------------|-----------|
| English        | 4         |
| Mathematics    | 4         |
| Science        | 3         |
| Social Studies | 4         |
| Health/PE      | 1         |
| Electives      | 6         |
| <b>Total</b>   | <b>22</b> |

Enrollment in the Adult High School Diploma Program (online) and enrollment in the Adult High School Diploma Program (traditional) students with face-to-face support and constant encouragement. The online program is available 24 hours a day, seven days a week and utilizes Internet-based instruction to complete the necessary school credits. Both of the choices are equal in quality and will give students an opportunity to earn the necessary high school diploma in order to become more marketable in today’s world. All classes are free. Students are encouraged to further their education at Vance-Granville Community College upon successful completion of the adult high school diploma.

**Diplomas and Certificates**

1. The Adult High School Diploma is awarded to students who successfully complete the credits required by the North Carolina Standard Course of Study. The diploma is awarded by all service area Boards of Education (Vance, Granville, Franklin, and Warren) in cooperation with Vance-Granville Community College.



2. The High School Equivalency Diploma is awarded by the North Carolina Community College System to individuals who achieve passing scores on the High School Equivalency Test.

### **High School Equivalency (HSE)**

The High School Equivalency Program is designed to develop and improve a person's mastery of skills and general knowledge in the following content areas of language arts (reading and writing), social studies, science, and math. Any person 18 years of age or older may enroll in the program. Classes are available at each of Vance-Granville Community College's campuses and at other sites located throughout the college's service area.

Students entering the high school equivalency course of study are assessed to determine areas of strengths and weaknesses. Instructors work individually with students to set goals and plan the most effective study program. Classroom instruction for students in the program focuses on improving critical thinking, reading comprehension, writing ability, and mathematical reasoning in preparation for testing.

Preparation for the high school equivalency test through distance education (online) is available to students who cannot attend classes on campus. The distance education program is available 24 hours a day, seven days a week and utilizes Internet-based instruction to prepare the student for testing.

High School Equivalency (HSE) classes are free. Students are encouraged to further their education at Vance-Granville Community College upon successful completion of the high school equivalency diploma.

### **High School Equivalency (HSE) Test**

The high school equivalency test measures a person's mastery of skills and general knowledge in the following content areas: language arts (reading and writing), social studies, science, and math. Upon successful completion of the entire battery, a student is awarded a diploma that is considered the equivalent of a high school diploma. The high school equivalency test is administered often throughout the semester to meet the testing needs of students. The testing fee is subject to change by the State Board of Community Colleges. For more information on high school equivalency testing, please visit the Testing Center website at <https://www.vgcc.edu/testingcenter/high-school-equivalency>.

### **English as a Second Language (ESL)**

This program offers individuals whose native language is not English an opportunity to improve their ability to understand, speak, read, and write in English. Students entering the program are assessed to determine areas of strengths or weaknesses. At the introductory level, instructors assist students with developing the conversational skills needed for day-to-day survival and 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. Instructors provide a variety of instructional activities for students including computer-assisted learning, small and whole group instruction, and individual assistance.

Classes are available at Vance-Granville Community College's campuses and other sites throughout the college's service area. All English as a Second Language classes are free.

**Minors in Literacy Education Programs**

Minors (16-17 years of age) are eligible to enroll in the ABE, AHS, or HSE programs if they meet the following enrollment criteria as outlined:

- Minor's previous school completes a referral form. Minor must be withdrawn from last school at least 6 months before being enrolled into ABE, AHS, or HSE programs.
- Parent/Guardian and minor must complete Minor Admissions paperwork.

**Adult Learning Center**

The Adult Learning Centers (ALC) are located at each of VGCC's campuses and are designed to provide Adult Basic Skills students with access to a variety of instructional approaches and materials. Technology is used to enhance traditional classroom instruction and provide an interactive learning experience for students. Student learning needs are assessed 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 to determine the most convenient schedule for each student. During the initial orientation process, the students are administered placement tests and inventories. This assessment procedure is necessary in order to establish precise learning goals and select the appropriate educational plans. Students and staff determine whether the appropriate path of learning is ABE, AHS, HSE, Distance Education, or ESL. Adults with intellectual disabilities (Compensatory Education students) are served in all program areas dependent upon their assessment scores. Students will then attend classes and are encouraged to participate in a variety of instructional activities that include independent study, small/whole group instruction classes, 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.

# **STUDENT CODE OF CONDUCT**

## CONDUCT

Students of all College programs, curriculum and non-curriculum, 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 rights and property of others. Enrolling students are responsible for acquainting themselves with College regulations, including the Code of Conduct.

**The act of enrollment at Vance-Granville Community College indicates an acceptance by the student of published rules and policies of the 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 and classes will maintain standards of conduct appropriate to the collegiate atmosphere of Vance-Granville Community College. More stringent policies of professional behavior may be required in specific programs. Detailed information can be found in the program student handbook.**

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 Vice President of Learning, Student Engagement, & Success. Pending an investigation, college administrators or campus security may require a student to leave campus and not return until instructed by the Vice President of Learning, Student Engagement, & Success.

### I. Classroom Conduct

The classroom provides a place for learning and the exchange of ideas. In order for teaching and learning to occur, the appropriate environment must exist that includes respect, civility, and common courtesy. To help create this environment, the following items may be regulated on the course syllabus and may vary from instructor to instructor. Ask your instructor if you are unsure of the classroom rules. There may be additional items regulated by your instructor that are not listed here. Infractions of basic classroom rules will typically be addressed by your instructor; however, repeated or serious infractions may be referred for formal disciplinary sanction.

1. Tardiness
2. Attendance
3. Food and drink
4. Bringing guests to class
5. Conversation during class
6. Required protective equipment
7. Minor disruptions during class
8. Cell phones and other electronic devices
9. Temporary dismissal from class
10. Plagiarism or Academic Dishonesty\*

(\*An instructor may impose loss of credit for an individual assignment)

While students are on Vance-Granville Community College properties or at a Vance-Granville Community College-sponsored event, acts that are illegal or against the College's rules and regulations may be subject to disciplinary action. The following actions are specifically prohibited at Vance-Granville Community College.

**Academic Dishonesty (Repeated or Severe Violations)** – Students may not cheat or attempt to deceive instructors or any College staff member on assignments, tests, exams, etc. Plagiarism, which includes paraphrasing or summarizing another person’s words, without proper acknowledgement is prohibited. Academic dishonesty also includes assisting or attempting to assist another student in an act of academic dishonesty.

## **PLAGIARISM POLICY AND PROCEDURES**

### **POLICY**

The college recognizes plagiarism as defined in Black’s Law Dictionary as “the deliberate and knowing presentation of another person’s original ideas or creative expressions as one’s own.” Plagiarism will not be tolerated at Vance-Granville Community College.

Faculty will state the College’s definition of plagiarism on course syllabi. Individual departments/programs and instructors may have more stringent plagiarism standards, and in this case, the department/program/course standards shall be clearly stated on the syllabi and shall be followed. Faculty will apply the policy and procedures consistently.

### **CLASS PROCEDURE**

a. Following the first recorded incident of plagiarism in a class:

The instructor records a zero for the student on the assignment and informs the student of the zero grade due to the plagiarism incident. The instructor will ask the student to acknowledge the first incident of plagiarism in writing. The instructor reports the student and the incident to the student’s academic advisor, department chair and/or program head, and academic dean, and Vice President of Learning, Student Engagement & Success. The instructor refers the student to the Academic Success Center for coaching on how to recognize and how to avoid future incidents of plagiarism. This first incident will be documented in Starfish and an email will be sent to the student to advise him or her of this violation of the College’s Plagiarism Policy. In addition, a letter will be sent to the student from the Vice President of Learning, Student Engagement & Success.

b. Following the second recorded incident of plagiarism in the same class:

The instructor records a zero for the student on the assignment and informs the student of the zero grade. The instructor also informs the student that an F# grade will be entered for the course. The F# is a plagiarism-specific grade that is assigned when a class is failed because of plagiarism. In addition to informing the student of the F# grade, the instructor reports the student and the incident to the student’s academic advisor, department chair and/or program head, academic dean, and Vice President of Learning, Student Engagement & Success. The student is not allowed to return to the class for the duration of the semester. The F# grade should be entered immediately for the course grade. The student is not permitted to drop the course with a W grade to avoid the penalty. If a student does manage to drop the course (without the instructor’s approval) with a W grade, the instructor will submit a grade change form to replace the W grade with the F# grade. The Registrar should confirm the plagiarism acts and implement the change.

- c. The following documentation will record the plagiarism.

| Grade<br>F# | Explanation               | Quality Points per Credit Hour |
|-------------|---------------------------|--------------------------------|
|             | Failure due to Plagiarism | 0                              |

The information from this section of the catalog is reproduced on the back side of official transcripts from the college. This information should also be updated on transcripts so that recipients of an official transcript are notified of what an F# grade represents.

#### COLLEGE PROCEDURE

The Vice President of Learning, Student Engagement & Success will enforce the college's policy as follows:

- a. Following a student's second offense at the College:

The Vice President of Learning, Student Engagement & Success sends a letter of academic warning to the student informing him/her that the discovery of any additional act(s) of plagiarism or other academic dishonesty in any course will result in suspension and/or expulsion from the College.

If two acts of plagiarism are committed in the same course, the Academic Dean submits an F# grade for that course.

Multiple acts of plagiarism in separate classes could lead to a suspension. Once an F# grade has been received or a suspension has been given to a student for multiple acts of plagiarism in separate courses, then any further acts of plagiarism in any course may lead to another suspension and/or expulsion.

Expulsion will not be the consequence of plagiarism until either one F# grade has been received or one period of suspension has been previously served.

- b. Following a student's third infraction:

The Vice President of Learning, Student Engagement & Success suspends or expels the student from the College and provides the student with written notification of the decision. An appeal of the suspension/expulsion decision can be made through the appropriate Academic Division Dean. Students should follow the academic appeals process as outlined in the College catalog. Notification of the decision is also given to the student's current instructor(s), academic advisor, academic deans, satellite campus deans, and security staff at all campuses.

- c. If, following suspension for a third infraction, a fourth infraction is discovered:

The Vice President of Learning, Student Engagement & Success informs the student in writing that the student is expelled from the College. An appeal of the expulsion decision can be made through the appropriate Academic Division Dean. Students should follow the academic appeals process as outlined in the College catalog. Notification of the decision is also given to the student's current instructor(s), academic advisor, academic deans, satellite campus deans, and security staff at all campuses.

Maintaining an account of all infractions will be the responsibility of the Office of the Vice President of Learning, Student Engagement & Success.

**Temporary Dismissal From Class** – When an instructor deems a student's behavior detrimental to the continuation of the class, an instructor may dismiss that student for the remainder of the individual class period. An instructor should complete and submit a Starfish referral to document the dismissal. Any dismissal beyond one class period must follow established College suspension procedures.

## II. General Campus Conduct

- **Accessory-** You may not be an accessory or assist another in committing a violation of the Code of Conduct or other illegal act.
- **Alcoholic Beverages** – You may not possess, use, or be under the influence of alcoholic beverages while on campus or at a College sponsored event.
- **Animals** – You may not bring an animal of any kind on campus; this includes leaving animals in vehicles. Police dogs or animals sanctioned for the purpose of assisting the visually impaired are exempt. Emotional Support Animals are considered a reasonable accommodation for students with a documented disability and a physician's specific recommendation. Students must submit documentation for their service or Emotional Support Animal to the Office of Accessibility.
- **Assault** – You may not threaten to strike or threaten to cause harmful or offensive contact with another person.
- **Battery** – You may not strike or cause intentional contact that causes harm or is offensive to another person.
- **Computer Use** –The College has a Computer and Network User Policy-VGCC Board Policy. Inappropriate or unauthorized use may result in disciplinary sanctions.
- **Disobedience** – You may not disregard reasonable directives of any College employee acting in the interest of the College.
- **Disorderly Conduct** – You may not act in a way that will create interruption and disturb the peace of the College.
- **Disrespect** – You may not speak or act in a manner that disrespects any person while on campus or while attending any College event.
- **Distribution and Display** - You may not distribute or place inappropriate, obscene, or libelous printed materials or pictures on campus.
- **Disruption** – You may not disrupt the normal activities of the College by verbally or physically interfering with instruction, meetings, events, or traffic. In addition, you may not cause disruption in buildings, hallways, or outside areas of campus.
- **Disruptive Clothing** – You may not wear clothing that may cause a disruption or that is provocative or obscene, including undergarments that are visible. Shirts and shoes are required.
- **Drugs** – You may not possess, use, or be under the influence of any narcotic or illegal drug in violation of state or federal law.
- **Failure to follow a reasonable request** – You may not disregard reasonable directives of any College employee acting in the interest of the College.
- **False Information** – You may not present false information that the College has properly and legally requested. Conversely, you may not withhold information that has been properly and legally requested by the College.

- **Gambling** – You may not gamble on campus.
- **Hazing**- 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.
- **Law Violations** – You may not violate any local, state, or federal criminal laws on College property. Note: Charges for breaking certain local, state or federal criminal laws off campus may result in disciplinary sanctions by the College.
- **Parking and Motor Vehicles** – You may not operate your vehicle in an unsafe manner, or violate rules for vehicle registration, display of decals, or parking.
- **Profanity and Offensive Language** – Profanity and offensive language are not permitted. While the College does not intend to scrutinize every word spoken, College staff may take issue in instances when a student’s language is deemed unacceptable.
- **Property Damage** – You may not damage property that belongs to the College or property of others.
- **Sexual and Other Types of Harassment** – You may not harass any person on campus. This includes sexual, verbal, or physical harassment for any reason.
- **Theft** – You may not steal property that belongs to the College or that of another individual.
- **Threat** – You may not engage in behavior that is clearly designed to present harm to the emotional or physical well-being of another person or yourself.
- **Tobacco** – VGCC is a 100% Tobacco-Free Campus. You may not use any tobacco product while on any VGCC College Campus property or inside a College vehicle.
- **Unauthorized Use of College Documents and Images** - You may not forge, alter or misuse College documents, records, or instruments of identification. You may not use the College name, logos, or mascot without proper authorization.
- **Weapons** – You may not have a weapon or facsimile of a weapon of any kind, including firearms, knives, and tasers. Law enforcement officials are exempt.

### III. 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 person of the College. If a student violates the Student Code of Conduct Policy, the faculty or staff member should report the violation to the Office of the Dean of Student Retention & Success and/or Campus Security. The Dean or his/her representative shall investigate all complaints and will assign in writing formal sanctions if justified. Once formal sanctions have been determined, the student may appeal the



decision. The Student Code of Conduct sanctions are listed below. These sanctions seek to preserve flexibility in the imposition of punishment and do not imply an order or sequence of sanctions. The sanctions in each case will be determined by the factors related to the specific case.

**Sanctions include the following:**

- **Reprimand** – A written communication which gives official notice to the student that he/she has violated the Student Code of Conduct and that any subsequent violation of the Student 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 important implications: first, the individual is given the chance to show his/her capability and willingness to observe the Student Code of Conduct without further violation; second, if an additional violation occurs, additional sanctions will be imposed. The probation will be in effect for no more than two terms.

- **Restrictive Probation** – Restrictive conditions may limit activity or access to certain places within 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 no more than two terms. Any violation of restrictive probation may result in immediate suspension.

- **Restitution** – A student may be required to pay for damaging, misusing, destroying, or losing property belonging to the College, College personnel, or student(s).

- **Loss of academic credit for a course** – This may be imposed as a result of severe or repeated academic dishonesty. Note: The instructor may impose loss of credit or grade for an individual assignment or assignments as an alternative.

- **Suspension** – This is defined as exclusion from class(es) and/or all other privileges or activities of the College for a specified period of time, generally up to one calendar year.

- **Expulsion** – This is defined as dismissal from the College for an indefinite period, generally more than one calendar year. The student may be re-admitted to the College only with the approval of the College President or his/her designee.

- **Group Probation** – This is assigned to a College club or other campus organization for a specified period of time. If group violations are repeated during the probationary period, the charter may be revoked or activities restricted.

- **Group Restriction** – While under restriction, a campus group may not seek or add members, hold or sponsor events in the College community, or engage in other activities as specified.

• **Group Charter Revocation** – This action removes recognition for a group, club, society, or other organization for a minimum of two (2) years. In order to be chartered again after the period of revocation has ended, the request must be approved by the Student Government Association and the College President.

*Notice: Vance-Granville Community College reserves the right, under Federal law, to include notations of disciplinary sanctions on a student's academic transcript.*

### **Order of Disciplinary Appeals Procedures**

1. Once the Office of the Dean of Student Retention & Success 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 Office of the Dean of Student Retention & Success or

- Request a hearing before the Judicial Committee by completing a Disciplinary Appeals form requesting the hearing. The appeal must be filed with the Vice President of Learning, Student Engagement, & Success within 10 College working days from the date on the disciplinary action letter.

2. The Vice President of Learning, Student Engagement, & Success may summon the committee for a hearing within 10 working days from the receipt of the Appeals request. The committee is comprised of faculty, staff, and students.

#### **Hearing**

*The Judicial Committee will*

- Hear the complaint from those initiating disciplinary action, along with any witnesses.

- Hear the appeal from the accused, along with any witnesses (legal counsel may be present but cannot participate in this hearing process).

- Discuss facts to determine if disciplinary action was justified.

- Provide written recommendation to the President within five working days of their decision to support or not support the appeal.

- The President will make a decision and notify the student within five working days of receipt of committee's written recommendation. *The decision of the President is final.*

- The Vice President of Learning, Student Engagement & Success will decide if a student may attend classes during an Appeals process. Each case will be decided individually.

*Note: Academic Grievance/Grade Appeals information is located in the Academic section of this catalog.*

# **GENERAL INFORMATION**

**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.

**Alcohol and Drug Abuse - VGCC Board 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 202 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, tranquilizers, 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 affect the immune system.

**Alcohol and Drug Abuse Agency Resources**

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

- Alcoholics Anonymous
  - Vance County:.....252-438-2395
  - Granville County:.....919-693-2329
  - Franklin County.....1-877-619-3761
  - Warren County:.....252-257-2774
  - Durham County:.....919-286-9499
  - Wake County:.....919-783-8214
  - TriCounty Intergroup:.....919-831-5100
- Narcotics Anonymous Hotline.....919-831-5100
- Alcohol Drug Council of N.C.....1-800-662-7030
- Alcohol Abuse 24-Hour Hotline & Treatment.....1-800-374-2800
- Alcohol Abuse 24-Hour Assistance & Treatment..... 1-800-234-1253
- Five County Mental Health Authority..... 1-877-619-3761  
(TTY) 1-877-338-0788
- Alcohol & Substance Abuse Program UNC-Chapel Hill.....1-888-457-7457
- Durham Council of Alcoholism & Drug Dependence, Inc.....919-309-2600
- Duke Addiction Program..... 919-684-3850
- Wake County Programs and Clinics:..... 919-212-7000
- Al-Anon/Alateen:..... 919-713-1516

**Approval of Activities/Fund Raising**

All club extracurricular activities and fund raising must be approved by the Dean of Student Retention & Success to ensure that they are coordinated throughout the entire College.

**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 a designated bulletin board located on the third floor of Building I on the Main Campus. Students at other campus locations must have postings approved by the Campus Dean. Permission to mount posters or notices on bulletin boards must be obtained from the Office of Marketing.
- Placing inappropriate or obscene material on bulletin boards or in any campus location is a violation of the Student Code of Conduct.

**Campus Police and Security**

VGCC strives to provide a safe and secure working and learning environment for its faculty, staff, students, and visitors. Campus Police and Security encourages everyone to be vigilant, to be aware of his/her surroundings, to keep his/her belongings secure, and to report any suspicious persons or behaviors to Campus Police and Security or any College official. Victims or witnesses can report crimes or threats by calling the Campus Police and Security Division at (252) 738-3373. Anonymous reports can be submitted by visiting <https://vgcc.wufoo.com/forms/anonymous-crime-tips/>.

### **Children on Campus**

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

### **Communicable Disease**

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 Vice President of Learning, Student Engagement, & Success. All information will be kept confidential except to those persons determined by the Vice President of Learning, Student Engagement, & Success as having a need to know. These persons will be informed after the individual is advised that such action will be taken.

Any student who believes or knows he/she is infected and is engaged in clinical patient-care is required to share that information as soon as possible with the Vice President of Learning, Student Engagement, & Success on a confidential basis, so that the College can protect the welfare of patients and others.

### **Computer and Network User Policy - VGCC Board Policy**

Campus-wide access to computing facilities is restricted to Vance-Granville Community College faculty, staff, currently enrolled students and others as appropriate. 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 does not

- Violate any law or College policy, or College procedure
- 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.

### **Computing Facilities General Use**

Access to Internet operations is restricted to faculty, staff, active curriculum students possessing a valid student identification card, and active extension or special students requiring access by nature of the course requirements or by an instructor's written permission.

No user shall disclose an account password or share an account with another person. Instructors will not share their accounts with students, work-study 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.

Any attempt to circumvent system security, guess passwords, or in any way gain unauthorized access to local or network resources is forbidden.

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.

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."

### 1. 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 circumstances:

- 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;
- 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;
- The College has reason to believe that an account or system is being used in violation of College policy, State Law, or Federal Law; or
- 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/her 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.

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 to the systems, including changing toolbars, screen savers or desktop themes. Users will be held responsible for any internal or external damage inflicted during use. 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.

### 2. Ponzi Schemes

A *Ponzi Scheme* is a form of chain letter that requests recipients to send money to people on a list. The US Supreme Court has determined that Ponzi Schemes are inherently fraudulent. The US 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, whether intentionally or not, may also be in violation.

### 3. 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 computing 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 on one week.
- **Any violation** after the second will result in loss of computing privileges for the rest of the semester with no other warnings issued.

**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.

### Electronic Signature Policy - VGCC Board Policy

Vance-Granville Community College (VGCC) recognizes an electronic signature as a valid signature from faculty, staff, and students subject to the conditions described below. An electronic signature is defined as any electronic process signifying an approval to terms, and/or ensuring the integrity of the document, presented in electronic format. Students use electronic signatures to register, check financial aid awards, pay student bills, obtain unofficial transcripts, update contact information, log into campus computers, complete forms, submission of class work, tests, etc.

Faculty and staff use electronic signatures for submitting grades and attendance roster information, viewing personal payroll data, logging into campus computers, accessing protected data through the administrative computing system and custom web applications provided by the College, etc.

An electronic signature is considered valid when the following conditions are met:

- Institution provides student or employee with a unique username
- Student or employee sets his or her own password
- Student or employee logs into the campus network and secure site using both username and the password, which is authenticated through LDAP

It is the responsibility and obligation of each individual to keep their username and their password private so others cannot use their credentials. Once logged in, the student or employee is responsible for any information they provide, update, or remove. VGCC will take steps to ensure both the username and password are protected and kept confidential. Furthermore, users are responsible for logging out of all systems and exercising the necessary precautions when using publicly accessible computers.

This policy is in addition to all applicable federal and state statutes, policies, guidelines, and standards.



### General Student Grievance Procedure

Student grievances that are not academic or disciplinary in nature and/or involve conflicts with other students, alleged violation of students' civil rights, including sexual harassment, should be addressed according to the following procedures:

1. When circumstances occur that cause a student to feel that he/she has a grievance, the student should discuss the issue with a Dean or the Vice President of Learning, Student Engagement, & Success within a reasonable time after the grievance has occurred. The Dean or Vice President of Learning, Student Engagement, & Success may:
  - a. Disseminate information concerning the complaint to the appropriate College officials,
  - b. Investigate the complaint,
  - c. Refer the student to appropriate College officials, or
  - d. Negotiate a resolution to the grievance.
2. If a satisfactory resolution is not reached, the student may file a General Student Grievance Form with the Dean or Vice President of Learning, Student Engagement, & Success. If the student is not satisfied with the decision, he or she may request a formal hearing before the Judicial committee within 10 working days.
3. The Judicial committee will convene to hear the merits of the complaint and make a recommendation to the President.
4. The President will consider the Judicial committee's recommendation and will make a decision within five (5) College working days of receiving the committee's recommendation. *The President's decision will be final.*

### Intellectual Property Policy

Vance-Granville Community College encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College or to enhance the teaching/learning environment.

Intellectual property is defined as intellectual, technical, and creative works that can be copyrighted or patented, such as literary, dramatic, musical, and artistic works, computer software, multimedia presentations, web course design, logos, and inventions. VGCC owns all rights to its logo, seal, and other related material. The ownership of intellectual property will be determined in accordance with conditions listed below.

1. The employee or student retains ownership if all of the following criteria are met:
  - The work was created independently and as a result of the individual's own initiative, not requested by the College,
  - The work is not the product of a specific contract or assignment made as a result of employment of the College,
  - The work is prepared outside of the scope of the employee's job duties or student's course/program requirements,
  - The work does not involve significant use of College facilities, time and/or other resources.
2. The College retains ownership if any of the above criteria are not met by the employee or student or if one or more of the following criteria apply:
  - The work is prepared within the scope of the employee's job duties or student's course/program requirements,
  - The work is the product of a specific contract or assignment made in the course of the employee's employment or student's enrollment with the College,

- The development of the work involved significant facilities, time and/or other resources of the College including, but not limited to, released time, grant funds, College personnel, salary supplement, leave with pay, equipment or other materials or financial assistance.

### **Student Ownership of Intellectual Properties**

Students who independently develop intellectual property arising out of their participation in programs of study at the College will retain the ownership rights to such property when the intellectual property does not result from their enrollment at VGCC and when the use of College facilities is minimal. Students using significant College resources or those employed by the College will be treated in the same manner as similarly situated College personnel. However, any student not employed by the College but engaging in research or development of intellectual property under the supervision and direction of a faculty member in connection with a program or activity subject to this policy shall have no ownership interest in the resulting property, but may be eligible to participate in the income distribution (see section Income Distribution). Faculty using such volunteer, non-employed students in their scholarly work projects should have the students sign a "Student Assignment of Ownership and Nondisclosure Agreement" form.

### **Significant Use of College Resources**

Significant use of College resources in generating creative works is defined as use of College facilities, equipment, personnel, and one's time in excess of that needed to fulfill the required purpose of one's position, occupation, job description, appointment, and/or association with VGCC. Significant use of resources results when the creation of the work requires use of College resources beyond those allocated to the faculty or student in support of their academic work within their respective department or class. Such usage may occur as a result of actions of the College personnel involved or when specific assignments are given to students or where contracts or other obligations are involved. The College will retain title to all creative works that make significant use of College resources.

The following examples generally define such use when they are applied, singly or in combination, in support of a revenue-producing work. Although it is the responsibility of the dean or equivalent supervisor to evaluate situations and determine if significant use of resources has occurred, faculty members, employees or students have an obligation to notify their instructor, supervisor or dean when they believe that their work involves more than nominal use. The following are examples of criteria for establishment of significant use:

1. Extended use of time and energy by the developer(s) in creating or promoting the work that results in reducing the levels of teaching, scholarship, or citizenship activities, so that anticipated performance in these areas is at a level significantly less than normal.
2. Substantial use of College facilities such as laboratories, studios, equipment, production facilities, or specialized computing resources.
3. College funding in support of the work's creation.
4. Reduced teaching load without a salary reduction.
5. Paid professional development leave to develop or complete a work.

6. Direct assignment or commission from the College to undertake a creative project as a part of the developer's regular appointment or assignment.
7. Substantial use of funding from gifts to the College to support creation of the works involved.
8. Production of the work under specific terms of a sponsored research grant or contract.
9. Substantial subvention by the College in the publication of a scholarly book or creative work.
10. Use of specifically designated College funds or extensive use of the services of a support unit financed by the College for production of a creative work.
11. Use of College computers and servers for Web-based activities such as a distance-learning course.

### **Minimal Use of College Resources**

Minimal use of college resources is use that is within the required activity of one's appointment or assignment at VGCC. College personnel may make such minimal use of college resources and devote office time in carrying out a range of professional activities, some of which may involve income-generating projects. Similarly, students may make such minimal use of college resources to carry out a range of academic assignments, some of which may involve income-generating projects. The College relinquishes (to the developers) ownership of creative works and its rights to any income generated as long as college resources are used in this nominal fashion, and the time involvement of the developer(s) of the project does not compromise their core responsibilities in teaching, scholarly work, and college citizenship.

The following examples generally define such use:

1. Minimal use of time and energy by the developer(s) in creating or promoting the creative work while maintaining assigned levels of teaching, scholarship, and citizenship activities, so that anticipated performance in these areas is at the expected level.
  - a. Student employees or technicians may not be used to do income-producing work or make up the slack in a faculty member's assignment so he or she can do income-producing work.
  - b. Developers may not receive additional released time to develop a work, other than that assigned to normal faculty or students.
2. Minimal use of college resources in the ordinary support of the developer's assignments, teaching, scholarly, and service activities.
  - a. Use of photocopying equipment, long distance telephone costs, postage, faxes, etc., specifically for a creative work may not exceed incidental use.
  - b. Office supplies or software may not be purchased specifically for a creative work.
  - c. Secretarial help, such as typing manuscripts, may not be used to generate income-producing products. Incidental help, such as formatting tables, is allowed.
  - d. Course or instructional materials may not be generated with the use of support units financed by the college. Courses or instructional materials generated in the normal course of teaching or assignments, without such support, are allowed.
  - e. Works may not be funded by outside grants or gifts nor produced under a sponsored research grant or contract.

**Warranty Clause**

The faculty, staff, or student shall warrant in writing that there are no third party claims against the intellectual property that has been disclosed to VGCC, that the intellectual property in question is the exclusive work of the faculty, staff, or student and other persons identified in the disclosure to VGCC, and that no other person or entity claims an interest in the intellectual property in question.

**Indemnity Clause**

The faculty, staff, or student must agree, in writing, to fully indemnify and hold harmless VGCC, its trustees, officers, faculty members, staff, and any and all other individuals associated with VGCC, from and against any and all claims, demands, actions, and causes of actions brought against VGCC, its trustees, officers, faculty members, staff, and any and all other individuals associated with VGCC, relating in any way to the intellectual property in question.

**Repayment of College Support Funds**

In certain situations of substantial use of college funds and other resources, it may be more appropriate for the developer(s) to repay such funds to the college and thus fall under the minimal rather than substantial use provisions of this policy. The division dean, Vice President of Learning, Student Engagement & Success, and Vice President of Finance and Operations, in consultation with the developer(s) and the appropriate office(s), will determine the appropriate level of repayment.

**Income Distribution**

All revenues derived from college-owned intellectual property or creative works will be received and administered by the Institutional Effectiveness Office. Costs incurred by the college in the process of perfecting, transferring, and protecting college rights to the property or works will be paid by the college and, together with interest costs, will first be deducted from the gross income available for distribution. An accurate accounting of all such costs shall be made available to the developer(s) upon request. The net income (gross income minus college expenses) from college-owned intellectual properties will be distributed to academic developers and to developers in support areas as follows:

- a. Developer(s)—40%
- b. College of the developer(s)—60%

**Assignment of Intellectual Properties to the College**

Students, college personnel, or individuals not affiliated with the college who own intellectual property may elect to voluntarily disclose and submit their properties to the Technology or Institutional Effectiveness Offices for the purpose of facilitating commercial development. In the event that either of the offices agrees to accept management of the property, the property shall be assigned to VGCC and the assignor shall be entitled to the same distribution of revenues and other rights and responsibilities as the academic developers of college-owned property, as specified in this policy.

### **Release of College Ownership**

The college may, at its sole discretion, determine to release to the developer(s) its ownership rights to any intellectual property upon such conditions as the college deems beneficial and fair to all parties. However, VGCC may retain a royalty-fee license to use this intellectual property for research and education.

### **Dispute Resolution**

Any disputed issues related to intellectual property, or the interpretation of this Intellectual Property Policy, shall first be reviewed by the Planning and Research Office. Any disputed issues that cannot be resolved with the assistance of the Planning and Research Office shall be referred to the President of the college. The President may refer disputed issues to the Board for its recommendations and advice.

### **Operation and Parking of Motor Vehicles**

#### **1. Enforcement**

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

#### **2. 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.

#### **3. General Rules**

- **Parking:** Students must park in spaces marked for student parking.
- **Permit Decals:** The College issues a plastic decal that must be displayed from your car's rearview mirror.
- **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.
- **Citation Fees** for drivers not complying with parking and traffic violations have been established. Failure to pay citations may affect enrollment status.

### **Publications**

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, distributed, or displayed without official approval of the Vice President of Workforce & Community Engagement and/or the Director of Marketing. Off-campus organizations are not allowed to distribute their publications on any of the College's properties without the approval of the College President.

- **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.

### **Recruiting/Solicitation on Campus**

The College periodically allows representatives from the business community, government agencies, and other colleges access to campus for the purpose of providing opportunities for students.

### **Religious Observance Policy - VGCC Board Policy**

The Board of Trustees grants each student two days of excused absences per academic year for religious observances. In order for the absence to be an excused absence, students must submit a written request for the absence sufficiently in advance to permit the instructor and student to develop a sound plan for making up any missed class work. All students must plan absences from a class so that their total absences, including any absences authorized in accordance with this policy, do not exceed the total absences otherwise permitted by the instructor, a certifying board or an accrediting agency.

For the purpose of this policy, an excused absence is an absence for which the student is held harmless for their failure to attend a scheduled class, and for which the instructor provides the student a reasonable opportunity to make up any tests, exams, assignments, or other work missed as a result of the absence. Academic year is defined as beginning the first day of fall semester and ending the last day of the summer semester. Should the student fail to complete the tests, exams, assignments, or other work missed during the excused absence, after the instructor has given a reasonable opportunity to complete them, the instructor is authorized to give no credit for any tests, exams, assignments, or other missed work. North Carolina General Statute 115D-5(u); SL 2010-112,5.2.

### **Sexual Assault**

Vance-Granville Community College actively promotes a campus environment that maintains the dignity of all members of the campus community. To maintain this dignity, Vance-Granville Community College will not tolerate any form of sexual assault.

The Crime Awareness and Campus Security Act of 1990, Section 485 (f) (1) (F) of 20 U.S.C. 1092 (a) (1) (Public Law 101-542) requires that institutions of higher education collect information with respect to sexual assault on campus and beginning in September 1993, to include such information in an annual security report. The Higher Education Amendments of 1992 (Public Law 102-325) provide further that as part of the Annual Security Reprlt the College shall include, develop and distribute statement of policy regarding the College's sexual assault programs and the procedures to be followed if a sex offence occurs.

Violations of this policy shall include, but are not limited to, the following:

- a. Any form of nonconsensual sexual intercourse, committed by physical force, coercion, threat, or intimidation, actual or implied, by a person(s) known or unknown to the victim.
- b. Any actual or attempted nonconsensual sexual activity by a person(s) known or unknown to the victim, defined as, but not limited to, sexual intercourse or sexual touching committed with or without physical force, coercion, threat, or intimidation; exhibitionism; or 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 he/she is physically helpless, or is mentally incapacitated due to drug or alcohol consumption or is unconscious, regardless of whether or not the consumption was with the victim's consent.

Reporting and taking action in response to a sexual assault against a student or employee will be limited to incidents occurring on campus, off-campus at College-leased or owned facilities, when attending College-sponsored activities or any activities (including participation in field experiences, internships, athletic and cultural events) which are initiated, authorized or supervised by Vance-Granville Community College, even off-campus or when representing the College.

Students who are victims of sexual assault are encouraged to file a complaint with the Dean of Student Access & Support or Campus Police as soon as possible after the alleged incident. Additionally, victims are encouraged to report the incident to local law enforcement.

All complaints of sexual assault will be reported to the office of the Magistrate.

**Education and Awareness-**The federal Campus Sex Crimes Prevention Act, effective October 28, 2002, requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a state concerning registered sex offenders may be obtained. Registered sex offenders must provide notice, as required under state law, to each institution of higher education in that state at which the person is employed, carries on a vocation, or is a student.

The state of North Carolina Department of Justice provides a Sex Offender Registry Search at the following website: <http://sexoffender.ncsbi.gov>.

Education will be provided through appropriate programs and education booklets, which may include:

- a) Orientation programs
- b) Professional development/employee training
- c) Student and Employee Handbooks, Catalogs and related Administrative Policy Manuals
- d) Campus Media
- e) Seminars, workshops, pamphlets, and posters addressing specific issues, such as sexual assault, acquaintance rape, sexual harassment, self-protection for men and women and crime reporting.

### **Sexual Harassment - VGCC Board Policy**

Vance-Granville Community College expressly forbids harassment of any type by College employees and students. The College will not tolerate sexual harassment of any student or employee, male or female. For employees, sexual harassment constitutes unsatisfactory job performance and is subject to disciplinary action up to and including dismissal. Students who engage in sexual harassment face disciplinary action up to and including expulsion. The Board of Trustees authorizes the President to develop and administer procedures for reporting, investigating and disciplining incidents of sexual harassment.

*Definitions used in this policy are as follows:*

**Sexual harassment:** A request for sexual favors, and other unwelcomed verbal or physical conduct of a sexual nature by an employee or student, constitutes sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or
- Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting that individual, or

- Submission to or rejection of such conduct by a student is made the basis for decisions concerning a student's grade, academic achievement or progress, or participation in any program, curriculum or activity of the College, or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance, or creating an intimidation, hostile, or offensive environment.

**Workplace Harassment:** is defined as unwelcome behavior that creates an intimidating, hostile, or offensive working environment.

#### *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.

#### **Sexual Misconduct**

Vance-Granville Community College (VGCC) is committed to providing a learning and working environment that promotes respect, responsibility, communication, collaboration, critical thinking, and accountability in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual's fundamental rights and personal dignity.

#### *Notice of Nondiscrimination*

As a recipient of federal funds, VGCC is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment. The College does not discriminate on the basis of sex in its educational programs or activities, including in the context of admission or employment.

Vance-Granville Community College considers sexual discrimination in all its forms to be a serious offense. This policy refers to all forms of sexual discrimination, including: discrimination against pregnant and parenting students, sexual harassment, sexual assault, and sexual violence or other forms of intimate partner violence by employees, students, or third parties. (Title 20 U.S.C. Sections 1681-1688) Inquiries concerning the application of Title IX may be referred to VGCC's Title IX Coordinator(s)\* or to the U.S. Department of Education's Office for Civil Rights. If you feel you have been subjected to sexual harassment or discrimination, you should seek assistance as soon as possible. You have the right to raise concerns, to ask questions about policies prohibiting sex or gender discrimination, and to participate in investigations without fear of retaliation. A complaint may also be submitted about retaliatory acts under Title IX. It shall be a violation of this policy to knowingly make false claims or statements regarding sexual misconduct.

\*The College's Title IX Coordinators are the Dean of Student Access & Support and the Director of Human Resources. The Title IX offices are located on the Main Campus or can be reached by email [titleixcorrespondence@vgcc.edu](mailto:titleixcorrespondence@vgcc.edu). These individuals are responsible for implementing and monitoring Vance-Granville Community College's Title IX compliance.



When concerns are brought to the Title IX Coordinators' attention or when they suspect that sexual or gender discrimination may be present, they are bound to initiate and oversee timely investigations and provide updates to the accuser and the accused. Initial complaints must be completed within 30 days from the date of the report; therefore all faculty and staff are required to cooperate fully, truthfully, and expediently with investigations.

In the event an allegation of sexual misconduct is made, VGCC shall:

- Inform the alleged victim of options and assistance which may be available to them;
- Maintain confidentiality to the fullest extent permitted by law;
- Thoroughly and impartially investigate the allegation;
- When reasonably necessary, provide interim remedy(ies) pending a final resolution;
- Provide all parties involved in the allegation a prompt and equitable determination of the merits of the claim;
- Decide whether the allegations are more likely than not to have occurred (preponderance of the evidence standard); and,
- If it is more likely than not that the allegations occurred, resolve the allegations in a manner designed to end the discrimination, prevent its reoccurrence, remedy the effects upon the victim and the community, and impose reasonable sanctions on any party found to have engaged in behavior prohibited by this policy.

**Policy Statements and Overview of Procedures-** VGCC is committed to maintaining and strengthening an environment founded on civility and respect. The College is committed to providing programs, activities, and an educational environment free from sex discrimination. To that end, the College prohibits Sexual Misconduct, as that term is defined below. The College also is committed to fostering a community that promotes prompt reporting of all types of Sexual Misconduct and timely and fair resolution of Sexual Misconduct allegations. The College has appointed at least one Title IX Coordinator, who is responsible for the establishment and education of the grievance procedures for the handling of allegations of sexual misconduct.

This Policy applies to any allegation of sexual misconduct made by or against a student or an employee of the College or a third party, regardless of where the alleged sexual misconduct occurred, if the conduct giving rise to the Complaint is related to the College's academic, educational, or extracurricular programs or activities. The College's disciplinary authority, however, may not extend to third parties who are not students or employees of the College.

For more information about the VGCC Sexual Misconduct Policy, including a list of definitions, visit the VGCC website at [https://www.vgcc.edu/web/wpcl/uploads/2019/05/APM\\_Sexual\\_Misconduct\\_2018.pdf](https://www.vgcc.edu/web/wpcl/uploads/2019/05/APM_Sexual_Misconduct_2018.pdf).

### 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. Individuals or groups wishing to publicly assemble should submit a written, signed request to the Vice President of Learning, Student Engagement & Success at least two weeks prior to the desired date.

### **Tobacco-Free Policy - VGCC Board Policy**

Vance-Granville Community College is committed to providing its students and employees a safe and healthy campus environment. The College recognizes that the use of tobacco products can be detrimental to the health of students, employees, and visitors, and recognizes that it has an obligation to promote a healthy learning and work environment free from unwanted smoke and by-products of tobacco use. Thus, all College campus properties, grounds, and vehicles are tobacco free. Students who repeatedly violate the policy shall be referred to the Dean of Student Retention & Success for action in accordance with the Student Conduct Code. College employees who repeatedly violate the policy shall be referred to their supervisor for appropriate action in accordance with personnel policies. Visitors unwilling to comply with the policy may be asked to leave the property and/or a college sponsored event.

*Definitions used in this policy are as follows:*

For the purpose of this policy, "tobacco products" are defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, blunts, pipes, bidis, hookahs, smokeless or spit tobacco or snuff, or any products resembling or suggesting tobacco use including, but not limited to, electronic cigarettes and vapor pipes.

### **Tobacco-Free Guidelines:**

Use of tobacco products while on campus is a violation of campus rules and is subject to sanctions used to enforce the Student Code of Conduct. Beginning October 17, 2011 the College instituted a citation program to address smoking and tobacco use on campus. The following steps will be used to assist in campus-wide enforcement:

1. **First Violation**- warning citation issued to student;
2. **Second Violation**- required conference with the Dean of Student Retention & Success or Campus Dean;
3. **Third Violation**- five day suspension.\*\*\*

**Any subsequent violation will result in suspension for the remainder of the current term.**

**\*\*\*Occupational Extension student suspensions may vary depending upon the length of the class in which the student is enrolled.**

Security may issue a citation directly to a student who has violated the tobacco-free policy. Faculty and staff may approach the student to ask their name, submit the student's name to the Dean of Student Retention & Success if already known or request that security approach the student. In order to be enforced, reports must include the name of the faculty or staff reporting the violation. Records of violations will be cumulative throughout a student's enrollment at the College.

# **CONTINUING EDUCATION**

The Continuing Education Division at Vance-Granville Community College offers a variety of continuing education programs to meet the needs, interests and life-learning opportunities for its citizens. There are opportunities for students to gain basic academic skills, develop job training and retraining skills, along with personal growth and cultural programs. The Continuing Education Division provides life-long learning opportunities. Some courses are offered on a semester basis and other courses are scheduled when a need is established and space as well as an instructor are available. To view a current schedule for Continuing Education go to: <https://www.vgcc.edu/vgcc-schedules>.

### **Continuing Education Services to Minors**

For the purposes of this subsection, the word “minor” shall not include minors who have graduated from high school. The major purpose of community colleges is to serve students who have graduated from high school, have obtained a high school equivalency diploma, or are beyond the compulsory age limit of the public school and have left public school. However, a minor may enroll in Continuing Education course sections subject to the following:

Minors Age 16 and 17. A minor, age 16 or 17, may enroll in Continuing Education course sections subject to the following conditions:

- Minors shall not displace adults.
- Minors shall pay the registration fees associated with the course section except for cases where they meet eligibility requirements for a fee waiver.
- If the minor is enrolled in high school, the following restrictions apply:
  - Colleges shall not designate Continuing Education course sections taken by the high school student to provide partial or full credit towards meeting high school graduation requirements.
  - Colleges shall not offer Continuing Education course sections that are specifically scheduled for high school students except:
    - Continuing Education course sections that maintain 90% (ninety percent) of instructional hours within the summer reporting term as defined in 1G SBCCC 200.99(a)(1)(B).
    - Self-supporting courses which may be provided during any reporting term.

Minors Less than Age 16. A minor less than 16 years old may enroll in Continuing Education course sections subject to the following conditions:

- Minors less than 16 years old may enroll in self-supporting safe driving course sections during any reporting term.
- A college may provide classes for minors less than 16 years old only during the summer reporting term. These classes must be self-supporting and may not be designated by the college to provide partial or full credit towards meeting high school graduation requirements.

### **Juvenile Justice**

Colleges may provide Continuing Education course sections to juveniles of any age who are committed to the Division of Juvenile Justice of the Department of Public Safety, if the juvenile is otherwise qualified for registration in the Continuing Education class and has the approval of the Director of the Youth Development Center to which the juvenile is assigned.

**Once enrolled, minors shall be treated the same as all other students.**

Authority G.S. 115D-5; G.S. 115D-20(4)(b);

## **CEUs/Certificates**

The Continuing Education Division will award Continuing Education Units (CEUs) for all appropriate programs to students who meet the satisfactory requirement. All students must attend scheduled class meetings and complete required assignments to earn a satisfactory grade (S). Students who do not meet this requirement will receive an unsatisfactory grade (U) and will not earn CEU's nor receive a certificate of completion. The CEU is an established method of recording an individual's participation in an organized continuing education experience under qualified instruction.

Anyone earning CEUs at Vance-Granville Community College can obtain an official transcript from the Records Office. A \$5.00 per copy transcript fee must be included with the request. Certificates of completion are normally awarded by request. For more information on transcript requests, please visit <https://www.vgcc.edu/student-portal/transcript-requests>.

## **Costs**

Costs for Continuing Education courses follow an established fee schedule as listed on the Continuing Education website: <http://www.vgcc.edu/coned/index>. There are no fee exemptions for Self-Supporting courses. Most cultural activities are offered free to the public; however, there are times when a nominal fee may be charged. Registration for the Continuing Education Division is online or walk-in.

## **Refund Procedure**

Students will be eligible for a 100 percent registration fee refund if official withdrawal occurs prior to the first course meeting or the course is canceled due to insufficient enrollment. A seventy-five (75) percent registration fee refund will be given if the student withdraws prior to or on the ten (10) percent point of the scheduled hours once the course begins. For contact-hour courses, five (5) calendar days from the first day of class is the determination date. Students must contact the Coordinator or Director of the program area to start the process for a refund. Additionally, a Request for Refund form must be completed and brought to the Continuing Education office to begin the refund process.

Additional fees (if applicable) will be 100 percent refunded when a student officially withdraws from a course prior to the first class meeting. These fees are non-refundable once the course begins. For Self-Supporting courses, no refund will be made unless the course is canceled.

## **Indebtedness to College**

No student in any program will be permitted to register or remain enrolled in College-sponsored activities if he/she has an indebtedness to the College. Examples of indebtedness include unpaid tuition, fees, loans, parking fines, Childcare fees, and returned checks. Diplomas, certificates, and/or Academic transcripts will be withheld when financial obligations to the College are not met.

Exceptions below can be found in 1E SBCC 200.2

A person or organization demonstrates to the satisfaction of the college the ability to pay the outstanding obligation and guarantees in writing to pay the balance if the student fails to do so;

A student is registered in a course section offered for the benefit of a company or agency. For the purpose of this rule, company or agency specific course sections are courses where the company pays the tuition or registration, and courses where attendance in the course section is limited to employees of the company or agency.

A student is registered in a course that is on a specialized course list approved by the State Board of Community Colleges and supports the organizational training needs for entities specified in G.S. 115D-5(b)(2)

Unless otherwise prohibited by law, colleges may withhold transcripts of grades and any other service pending resolution of outstanding monetary obligations. This statement shall not be construed to prohibit a college's board of trustees from adding more stringent provisions that are allowable under law regarding outstanding monetary balances.

### **Course Cancellation Policy**

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

## **DEPARTMENTAL PROGRAMS**

There are several programs offered through different departments within the Continuing Education Division. The N.C. Legislature establishes fees charged for these programs except for Self-Supporting courses. Registration fees, costs of books and supplies for these programs vary according to length and content of courses. There is no registration fee for most of the Law Enforcement, Fire Service, and some Emergency Medical Care courses provided for agency personnel.

Registration fees by length of course are as follows **beginning** August 15, 2013:\*

- \$70 for 0-24 hours
- \$125 for 25-50
- \$180 for 50+ hours

\*Subject to change by N.C. Legislature

Other Costs:

Campus Security Access Fee - \$4.00 per course\*

Technology Fee - \$3.00 per Computer Course\*

Insurance Fee- \$1.25 per course\*

\*Subject to change by the VGCC Board of Trustees

### **Occupational Extension Department**

The Occupational Extension Department provides a variety of programs. Courses consist of, but are not limited to, Computer, Software and State Certification classes, Job Training Certification, Technician Programs in Logistics, Manicure Nails and Bioworks. Specialty courses are also offered including: Healthcare Coding and Billing, Health Unit Coordinator, Heavy Equipment Operator, OSHA 10, Forklift, Carpentry, Natural Hair Care, and Substitute Teacher.

Additionally, a number of online courses are available at ed2go through VGCC. Occupational Extension courses are scheduled during the day, at night, and occasionally on the weekends as needed to ensure training is available to all students.

### **Customized Training Department**

The Customized Training Department 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 includes:****1. Customized Training Program**

The program supports the economic development efforts of the State by providing education and training opportunities for eligible industries.

The program was developed in recognition of the fact that one of the most important factors for an industry considering locating, expanding or remaining in North Carolina is the ability of the State to ensure the presence of a well-trained workforce. The program is designed to react quickly to the needs of industries and to respect the confidential nature of proprietary processes and information within those industries.

The purpose of the Customized Training Program is to provide customized training assistance in support of full-time production and direct customer service positions created in North Carolina, thereby enhancing the growth potential of companies located in the state. It prepares the workforce with the skills essential to successful employment in emerging industries.

**2. Occupational Training**

This program provides numerous occupational related courses for employment in the fields of Biotechnology, Leadership, Safety & Health, Teams, Customer Service, Quality, Computers, Technical & Vocational and many more.

**Occupational Healthcare Programs**

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. The North Carolina Board of Nursing and the Division of Health Service Regulation recommend that students must be 16 ½ years old to register for a Nurse Aide 1 class.

Medication Aide, Phlebotomy, Home Care Aide, Geriatric Aide, and Nurse Aide I Refresher are also offered by the Occupational Healthcare Department.

The Medication Aide course prepares the student to administer medications in a nursing home setting under the direction of a licensed nurse. Students must pass a state exam after completion of the class to become listed on the Medication Aide registry. Requirements include listing on the Nurse Aide I registry and a high school diploma or high school equivalency.

The Phlebotomy course includes classroom lecture, labs and individual clinical practice in venipuncture.

The Nurse Aide 1 Refresher course prepares students for the North Carolina Nurse Aide competency exam and for students seeking relisting on the NC Nurse Aide Registry. The pre-requisite for this class is successful completion of a NC Nurse Aide 1 State Approved Course OR previous listing on a Nurse Aide 1 registry.

The Nurse Aide Level 2 Refresher is for persons who have lost their Nurse Aide 2 certification. Students must be listed on an active Nurse Aide 1 registry. The pre-requisites for this class are Nurse Aide Level I & II.

**Fire/Rescue Program**

The Fire/Rescue Program provides educational and training programs for members of fire departments and rescue agencies, as well as for governmental agencies. In addition, other academic, vocational and technical courses are offered. Program offerings and services include, but are not limited to, the following:

1. Fire Service training designed to train and upgrade firefighters in all aspects of fire fighting procedures and equipment. Certification programs such as Firefighter I and II, Driver/Operator, and Hazardous Materials Responder are offered.
2. Rescue training, such as Rescue Technician training, to enable the participant to gain certification in this area. Specialized and customized training is also available.
3. Courses that prepare building, electrical, mechanical, plumbing, and fire prevention inspectors who enforce the State Building Codes. Continuing education courses are also offered for currently qualified inspectors.

### **Emergency Medical Services Programs**

The Emergency Medical Services Programs of the College provide educational and training programs for emergency care units, industrial safety, and governmental agencies. In addition, other academic, vocational and technical courses are offered. The Emergency Medical Services offerings include, but are not limited to, the following:

1. 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 First Responder are also offered. Continuing Education and American Heart Association classes such as Advanced Cardiac Life Support and Pediatric Advanced Life Support are offered.
2. CPR and first aid courses to train students to provide immediate aid to victims of accidents and sudden illness. Many classes are offered on site at businesses, industries and government agencies.

### **Law Enforcement & Corrections Training Programs**

Law Enforcement and Corrections Training is designed to meet the needs of state, county, city, and other law enforcement and correction agencies through a combination of required training for certification and in-service training to maintain and upgrade skills. The following in-service training opportunities are available: Firearm Re-Qualification, Officer Survival, Cultural Diversity, Detention Officer Certification, Basic Radar Operator, Straight Baton, State mandated topics and others. Official registration takes place the first day of the class. Walk-in registration will be allowed only if space is available. Pre-registration is required for most classes.

### **Human Resources Development**

Human Resources Development (HRD) is a pre-vocational and pre-employment skills training program designed to educate and prepare students for success in the workplace. HRD is mainly intended for those individuals who are unemployed, underemployed, dislocated workers, or employed but seeking skills upgrading or retraining. It is state funded through the N.C. 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. 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.

#### *Core Curriculum Components*

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

- Employability Skills: Self-assessment and values clarification
- Employability Lab: Open entry/exit employability skills
- Career Planning & Assessment: Goal setting and action plan
- Occupational Readiness/Pathways: Employability skills/occupational extension courses
- Technology Awareness: Information technology/applications for job search
- Employability Motivation & Retention: Self-esteem/keeping a job
- Economic Literacy: Personal finances, changing economy
- Working Smart Curriculum: Soft/critical skills for the workplace

Upon successful completion the student will receive a credential recognized in NC & SC. There is no cost to enroll in the HRD program for eligible students. For more information or to apply, those interested should contact the HRD office.

#### **National Career Readiness Certification (NCRC)**

The National Career Readiness Certificate is an assessment based credential that gives employers and career seekers a uniform measure of key workplace skills.

The National Career Readiness Certification is a portable credential that promotes career development and skill attainment for the individual and confirms to employers that an individual possesses basic workplace skills. National Career Readiness Certification participants are assessed in Applied Mathematics, Workplace Documents, and Graphic Literacy. Based on assessment results, customers may earn the certification by completing the nationally recognized ACT WorkKeys® Assessment and earn a Bronze, Silver, Gold or Platinum certificate that will demonstrate proficiency in these areas.

### **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 are designed to provide small business owners with updated information on various business topics.
2. Entrepreneurship program offerings, but not limited to, NC REAL Agricultural Entrepreneurship and NC REAL Craft Artists Entrepreneurship.
3. Counseling services to new and existing small businesses.
4. Referrals to appropriate agencies such as The Small Business and Technology Development Center (SBTDC) and the N.C. Department of Commerce.
5. 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.
6. A resource and information center provided for use by new and existing small businesses.

### **PERSONAL ENRICHMENT DEPARTMENT**

Here at Vance-Granville Community College we offer a number of affordable, non-credit classes that allow attendees to explore their personal interests. The purpose of the Community Service Program is to provide a lifelong learning for adults to meet individual needs and interests and contribute to the community's overall cultural, civic, and intellectual growth. Some of the classes that we offer are arts, painting, quilting, motorcycle safety, and many other special interest classes. We thrive on helping you discover hidden talents and add excitement to your life.

### **GOVERNOR'S RAPID RESPONSE**

The North Carolina Department of Commerce, through the Division of Employment and Training, provides the Governor's Rapid Response program designed to offer immediate assistance to workers being dislocated due to plant closings. Generally, a team of college staff from various departments provide information and orientation to potential or existing dislocated workers on educational opportunities available at the college including continuing education, occupational extension, community service, curriculum, special support programs, and workforce development services. Additionally, requested short-term skills training courses are usually planned and offered on short notice expressly for workers being permanently laid off, or pending lay-off, by a particular employer.

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### **Comprehensive Articulation Agreement (CAA)**

The North Carolina Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities. The goal of the CAA is to create clear pathways to college transfer associate degree completion and four-year degree completion for students who enroll in community college transfer programs.

### **Independent Comprehensive Articulation Agreement (ICAA)**

The Independent Comprehensive Articulation Agreement (ICAA) is an agreement between the North Carolina Community College System and endorsing members of the North Carolina Independent Colleges and Universities to facilitate transfer between community colleges and private, North Carolina 4-year universities that endorse the agreement.

### **Virtual Learning Community (VLC)**

The Virtual Learning Community is a service of the North Carolina Community College System that provides courses for colleges to use for distance education purposes.

## **CURRICULUM PROGRAM OF STUDY SEQUENCE KEY**

Courses that are marked with the indicated number of asterisks below are part of the Comprehensive Articulation Agreement and are considered transferable to the sixteen constituent institutions of the University of North Carolina. Courses not marked with an asterisk are generally those in an Associate in Applied Science degree program and are not considered as transferable to four-year institutions.

- \* **Universal General Education Transfer Component (UGETC) Courses**
- \*\* **General Education Courses**
- \*\*\* **Premajor/Elective Courses**

### **Universal General Education Transfer Component (UGETC)**

Universal General Education Transfer Component courses are courses that are guaranteed to transfer for general education equivalency credit to each of the sixteen constituent institutions of the University of North Carolina.

### **General Education Courses**

The Associate in Arts and Associate in Science degree programs include general education requirements in the areas of English, communications, natural sciences, mathematics, humanities, fine arts, social sciences and behavioral sciences.

### **Premajor/Elective Courses**

Premajor/Elective courses prepare students for successful transfer into selected majors at UNC institutions.

# ACCOUNTING & FINANCE

(A25800)

## *Associate in Applied Science Degree*

The Accounting & Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  | Title                               | Class     | Work Exp/ |          |              |
|--|-------------------------------------|-----------|-----------|----------|--------------|
|  |                                     |           | Lab       | Clinical | Credits      |
| <b>FALL SEMESTER (First Year)</b>  |                                     |           |           |          |              |
| ACA 115  | Success & Study Skills              | 0         | 2         | 0        | 1            |
| ACC 120***   | Principles of Financial Accounting  | 3         | 2         | 0        | 4            |
| BUS 110***   | Intro to Business                   | 3         | 0         | 0        | 3            |
| BUS 121  | Business Math                       | 2         | 2         | 0        | 3            |
| CIS 110**  | Introduction to Computers           | 2         | 2         | 0        | 3            |
| ENG 110  | Freshman Composition                | 3         | 0         | 0        | 3            |
|  | <b>OR</b>                           |           |           |          |              |
| ENG 111*   | Writing and Inquiry                 | 3         | 0         | 0        | 3            |
|  |                                     | <b>13</b> | <b>8</b>  | <b>0</b> | <b>17</b>    |
| <b>SPRING SEMESTER (First Year)</b>  |                                     |           |           |          |              |
| ACC 121***   | Principles of Managerial Accounting | 3         | 2         | 0        | 4            |
| ACC 131  | Federal Income Taxes                | 2         | 2         | 0        | 3            |
| ACC 140  | Payroll Accounting                  | 1         | 2         | 0        | 2            |
| CTS 130  | Spreadsheet                         | 2         | 2         | 0        | 3            |
| ENG 112*   | Writing/Research in the Disc        | 3         | 0         | 0        | 3            |
|  | <b>OR</b>                           |           |           |          |              |
| ENG 116  | Technical Report Writing            | 3         | 0         | 0        | 3            |
| Mathematics Elective   |                                     |           |           |          | 3/4          |
| (MAT 110, MAT 143*, MAT 152*)  |                                     | <b>11</b> | <b>8</b>  | <b>0</b> | <b>18/19</b> |
| <b>FALL SEMESTER (Second Year)</b>   |                                     |           |           |          |              |
| ACC 150  | Accounting Software Application     | 1         | 2         | 0        | 2            |
| ACC 220  | Intermediate Accounting I           | 3         | 2         | 0        | 4            |
| BUS 115***   | Business Law I                      | 3         | 0         | 0        | 3            |
| BUS 260  | Business Communications             | 3         | 0         | 0        | 3            |
| Economics Elective   |                                     | 3         | 0         | 0        | 3            |
| (ECO 151**, ECO 251*, ECO 252*)  |                                     |           |           |          |              |
| Social/Behavioral Science Elective   |                                     | 3         | 0         | 0        | 3            |
| (HIS 111*, HIS 112**, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*) |                                     | <b>16</b> | <b>4</b>  | <b>0</b> | <b>18</b>    |

| Title  | Class                      | Work Exp/ |          |          | Credits   |
|--|----------------------------|-----------|----------|----------|-----------|
|  |                            | Lab       | Clinical |          |           |
| <b>SPRING SEMESTER (Second Year)</b>   |                            |           |          |          |           |
| ACC 221  | Intermediate Accounting II | 3         | 2        | 0        | 4         |
| ACC 269  | Audit & Assurance Services | 3         | 0        | 0        | 3         |
| BUS 225  | Business Finance           | 2         | 2        | 0        | 3         |
| Humanities/Fine Arts Elective*   |                            | 3         | 0        | 0        | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**,<br>MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                            |           |          |          |           |
| Major Elective   |                            |           |          |          | 3         |
|  |                            | <b>11</b> | <b>4</b> | <b>0</b> | <b>16</b> |

**MAJOR ELECTIVE LIST: (Select a minimum of 3 credits)**

|            |                              |   |   |    |   |
|------------|------------------------------|---|---|----|---|
| 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 162    | MM Presentation Software     | 2 | 2 | 0  | 3 |
| DBA 110    | Database Concepts            | 2 | 3 | 0  | 3 |
| MKT 120    | Principles of Marketing      | 3 | 0 | 0  | 3 |
| OST 136    | Word Processing              | 2 | 2 | 0  | 3 |
| SPA 111**  | Elementary Spanish I         | 3 | 0 | 0  | 3 |
| WBL 111    | Work-Based Learning I        | 0 | 0 | 10 | 1 |
| WBL 112    | Work-Based Learning I        | 0 | 0 | 20 | 2 |
| WBL 113    | Work-Based Learning I        | 0 | 0 | 30 | 3 |
| WBL 121    | Work-Based Learning II       | 0 | 0 | 10 | 1 |
| WBL 122    | Work-Based Learning II       | 0 | 0 | 20 | 2 |
| WBL 123    | Work-Based Learning II       | 0 | 0 | 30 | 3 |
| WBL 131    | Work Based Learning III      | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE 69/70**

## SOLE PROPRIETORSHIP ACCOUNTING

(C25800S)

### *Certificate*

**COURSE AND HOUR REQUIREMENTS**

| Title      | Class                               | Work Exp/ |          |   | Credits |
|------------|-------------------------------------|-----------|----------|---|---------|
|            |                                     | Lab       | Clinical |   |         |
| ACC 120*** | Principles of Financial Accounting  | 3         | 2        | 0 | 4       |
| ACC 121*** | Principles of Managerial Accounting | 3         | 2        | 0 | 4       |
| ACC 131    | Federal Income Taxes                | 2         | 2        | 0 | 3       |
| ACC 140    | Payroll Accounting                  | 1         | 2        | 0 | 2       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 13**



# AIR CONDITIONING, HEATING & REFRIGERATION TECHNOLOGY

(A35100)

## *Degree*

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 degree program covers air conditioning, furnaces, heat pumps, tools and instruments.

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

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title  | Class     | Work Exp/ |          |              |  |
|---|--|-----------|-----------|----------|--------------|--|
|   |  |           | Lab       | Clinical | Credits      |  |
| <b>FALL SEMESTER (First Year)</b>       |  |           |           |          |              |  |
| ACA 115                                 | Success & Study Skills                             | 0         | 2         | 0        | 1            |  |
| AHR 110                                 | Intro to Refrigeration                             | 2         | 6         | 0        | 5            |  |
| AHR 111                                 | HVACR Electricity                                  | 2         | 2         | 0        | 3            |  |
| AHR 112                                 | Heating Technology                                 | 2         | 4         | 0        | 4            |  |
| AHR 211                                 | Residential System Design                          | 2         | 2         | 0        | 3            |  |
| ENG 110                                 | Freshman Composition                               | 3         | 0         | 0        | 3            |  |
|   | <b>OR</b>  |           |           |          |              |  |
| ENG 111*                                | Writing and Inquiry                                | 3         | 0         | 0        | 3            |  |
|   |  | <b>11</b> | <b>16</b> | <b>0</b> | <b>19</b>    |  |
| <br><b>SPRING SEMESTER (First Year)</b> |  |           |           |          |              |  |
| 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 160                                 | Refrigerant Certification                          | 1         | 0         | 0        | 1            |  |
|   | Mathematics Elective (MAT 110, MAT 143*, MAT 152*) |           |           |          | 3/4          |  |
|   |  | <b>8</b>  | <b>13</b> | <b>0</b> | <b>17/18</b> |  |
| <br><b>SUMMER SEMESTER (First Year)</b> |  |           |           |          |              |  |
| AHR 133                                 | HVAC Servicing                                     | 2         | 6         | 0        | 4            |  |
| <br><b>FALL SEMESTER (Second Year)</b>  |  |           |           |          |              |  |
| AHR 240                                 | Hydronic Heating                                   | 1         | 3         | 0        | 2            |  |
| ENG 112*                                | Writing/Research in the Disc                       | 3         | 0         | 0        | 3            |  |
|   | <b>OR</b>  |           |           |          |              |  |
| ENG 116                                 | Technical Report Writing                           | 3         | 0         | 0        | 3            |  |
| REF 117                                 | Refrigeration Controls                             | 2         | 6         | 0        | 4            |  |
|   | Humanities/Fine Arts Elective                      | 3         | 0         | 0        | 3            |  |
|   | (ART 111*, HUM 115**, MUS 110*)                    |           |           |          |              |  |
|   | Major Elective                                     |           |           |          | 2            |  |
|   |  | <b>9</b>  | <b>9</b>  | <b>0</b> | <b>14</b>    |  |

|                                      |                           | Work Exp/ |           |          |           |
|--------------------------------------|---------------------------|-----------|-----------|----------|-----------|
|                                      | Title                     | Class     | Lab       | Clinical | Credits   |
| <b>SPRING SEMESTER (Second Year)</b> |                           |           |           |          |           |
| AHR 212                              | Advanced Comfort Services | 2         | 6         | 0        | 4         |
| AHR 213                              | HVACR Building Codes      | 1         | 2         | 0        | 2         |
| REF 260                              | Commercial Systems II     | 2         | 6         | 0        | 4         |
| SOC 210*                             | Introduction to Sociology | 3         | 0         | 0        | 3         |
|                                      |                           | <b>9</b>  | <b>14</b> | <b>0</b> | <b>13</b> |

**MAJOR ELECTIVE LIST: (Select a minimum of 1 hour)**

|            |                         |   |   |    |   |
|------------|-------------------------|---|---|----|---|
| BUS 110*** | Intro to Business       | 3 | 0 | 0  | 3 |
| ELC 125    | Diagrams and Schematics | 1 | 2 | 0  | 2 |
| ISC 112    | Industrial Safety       | 2 | 0 | 0  | 2 |
| WBL 111    | Work-Based Learning I   | 0 | 0 | 10 | 1 |
| WBL 112    | Work-Based Learning I   | 0 | 0 | 20 | 2 |
| WBL 121    | Work-Based Learning II  | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 67/68**

# AIR CONDITIONING, HEATING & REFRIGERATION TECHNOLOGY

(D35100)

## *Diploma*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title                             | Class                     | Lab       | Work Exp/ |          | Credits   |
|-----------------------------------|---------------------------|-----------|-----------|----------|-----------|
|                                   |                           |           | Clinical  | Credits  |           |
| <b>FALL SEMESTER (First Year)</b> |                           |           |           |          |           |
| AHR 110                           | Intro to Refrigeration    | 2         | 6         | 0        | 5         |
| AHR 111                           | HVACR Electricity         | 2         | 2         | 0        | 3         |
| AHR 112                           | Heating Technology        | 2         | 4         | 0        | 4         |
| AHR 211                           | Residential System Design | 2         | 2         | 0        | 3         |
| ENG 110                           | Freshman Composition      | 3         | 0         | 0        | 3         |
|                                   |                           | <b>11</b> | <b>14</b> | <b>0</b> | <b>18</b> |

### SPRING SEMESTER (First Year)

|                |                             |          |           |          |           |
|----------------|-----------------------------|----------|-----------|----------|-----------|
| 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         |
| MAT 110        | Math Measurement & Literacy | 2        | 2         | 0        | 3         |
| Major Elective |                             |          |           |          | 1         |
|                |                             | <b>9</b> | <b>15</b> | <b>0</b> | <b>17</b> |

### SUMMER SEMESTER (First Year)

|         |                |   |   |   |   |
|---------|----------------|---|---|---|---|
| AHR 133 | HVAC Servicing | 2 | 6 | 0 | 4 |
|---------|----------------|---|---|---|---|

### MAJOR ELECTIVE LIST: (Select a minimum of 1 hour)

|         |                           |   |   |    |   |
|---------|---------------------------|---|---|----|---|
| AHR 160 | Refrigerant Certification | 1 | 0 | 0  | 1 |
| ELC 125 | Diagrams and Schematics   | 1 | 2 | 0  | 2 |
| WBL 111 | Work-Based Learning I     | 0 | 0 | 10 | 1 |
| WBL 112 | Work-Based Learning I     | 0 | 0 | 20 | 2 |
| WBL 121 | Work-Based Learning II    | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 39**

## BASIC HEATING & AIR

(C35100C)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

| Title   | Class                  | Lab | Work Exp/ |         | Credits |
|---------|------------------------|-----|-----------|---------|---------|
|         |                        |     | Clinical  | Credits |         |
| AHR 110 | Intro to Refrigeration | 2   | 6         | 0       | 5       |
| AHR 111 | HVACR Electricity      | 2   | 2         | 0       | 3       |
| AHR 112 | Heating Technology     | 2   | 4         | 0       | 4       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 12**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville Website at [www.vgcc.edu](http://www.vgcc.edu)]

# ASSOCIATE IN ARTS

(A10100)

## *College Transfer Degree*

The Associate in Arts (A.A.) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts and associate in science programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

[**Note:** These programs are also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

### MINIMUM CREDIT HOURS REQUIRED FOR DEGREE:.....60/61\*

\* [Note: ENG 111A can only be counted as the 61st hour in the degree]

#### I. GENERAL EDUCATION CORE:.....31 or 32

##### A. English Composition.....6

The following **two** English composition courses are required:

|          |                                       | Class | Lab | Credit |
|----------|---------------------------------------|-------|-----|--------|
| ENG 111* | Writing and Inquiry                   | 3     | 0   | 3      |
| ENG 112* | Writing & Research in the Disciplines | 3     | 0   | 3      |

##### B. Communications/Humanities/Fine Arts.....9

Select **three** courses from at least **two** different disciplines:

|           |                              | Class | Lab | Credit |
|-----------|------------------------------|-------|-----|--------|
| 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      |
| COM 120** | Intro to Interpersonal Comm. | 3     | 0   | 3      |
| COM 231*  | Public Speaking              | 3     | 0   | 3      |
| DRA 111** | Theatre Appreciation         | 3     | 0   | 3      |
| ENG 231*  | American Literature I        | 3     | 0   | 3      |
| ENG 232*  | American Literature II       | 3     | 0   | 3      |
| ENG 241*  | British Literature I         | 3     | 0   | 3      |
| ENG 242*  | British Literature II        | 3     | 0   | 3      |
| MUS 110*  | Music Appreciation           | 3     | 0   | 3      |
| MUS 112*  | Introduction to Jazz         | 3     | 0   | 3      |
| PHI 215*  | Philosophical Issues         | 3     | 0   | 3      |
| PHI 240*  | Introduction to Ethics       | 3     | 0   | 3      |

*continued. . .*

**C. Social and Behavioral Sciences.....9***Select three courses from at least two different disciplines:*

|          |                              | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|------------------------------|--------------|------------|---------------|
| ECO 251* | Principles of Microeconomics | 3            | 0          | 3             |
| ECO 252* | Principles of Macroeconomics | 3            | 0          | 3             |
| HIS 111* | World Civilization I         | 3            | 0          | 3             |
| HIS 112* | World 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             |
| PSY 150* | General Psychology           | 3            | 0          | 3             |
| SOC 210* | Introduction to Sociology    | 3            | 0          | 3             |

**D. Natural Sciences.....4***Select one course from the following (with accompanying laboratory work, if PHY 110\* is selected):*

|           |                        | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-----------|------------------------|--------------|------------|---------------|
| BIO 110*  | Principles of Biology  | 3            | 3          | 4             |
| BIO 111*  | General Biology I      | 3            | 3          | 4             |
| CHM 151*  | General Chemistry I    | 3            | 3          | 4             |
| GEL 111*  | Geology                | 3            | 2          | 4             |
| PHY 110*  | Conceptual Physics     | 3            | 0          | 3             |
| PHY 110A* | Conceptual Physics Lab | 0            | 2          | 1             |

**E. Mathematics.....3 or 4***Select one course from the following:*

|          |                       | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|-----------------------|--------------|------------|---------------|
| MAT 143* | Quantitative Literacy | 2            | 2          | 3             |
| MAT 152* | Statistical Methods I | 3            | 2          | 4             |
| MAT 171* | Precalculus Algebra   | 3            | 2          | 4             |

**II. ADDITIONAL GENERAL EDUCATION HOURS.....13-14***Select 13-14 semester hours of credit from the courses listed above or from the following list of general education and UGETC courses:*

|            |                           | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|------------|---------------------------|--------------|------------|---------------|
| BIO 112*   | General Biology II        | 3            | 3          | 4             |
| BIO 140**  | Environmental Biology     | 3            | 0          | 3             |
| BIO 140A** | Environmental Biology Lab | 0            | 3          | 1             |
| CHM 152*   | General Chemistry II      | 3            | 3          | 4             |
| CIS 110**  | Introduction to Computers | 2            | 2          | 3             |
| CIS 115**  | Intro to Prog. & Logic    | 2            | 3          | 3             |
| DRA 112**  | Literature of the Theatre | 3            | 0          | 3             |
| DRA 122**  | Oral Interpretation       | 3            | 0          | 3             |
| ECO 151**  | Survey of Economics       | 3            | 0          | 3             |
| ENG 261**  | World Literature I        | 3            | 0          | 3             |
| ENG 262**  | World Literature II       | 3            | 0          | 3             |
| HUM 115**  | Critical Thinking         | 3            | 0          | 3             |
| HUM 122**  | Southern Culture          | 3            | 0          | 3             |
| HUM 150**  | American Women's Studies  | 3            | 0          | 3             |
| MAT 172*   | Precalculus Trigonometry  | 3            | 2          | 4             |
| MAT 263*   | Brief Calculus            | 3            | 2          | 4             |
| PHY 151*   | College Physics I         | 3            | 2          | 4             |
| PHY 152*   | College Physics II        | 3            | 2          | 4             |
| PSY 241**  | Developmental Psychology  | 3            | 0          | 3             |

*continued. . .*

|           |                               |   |   |   |
|-----------|-------------------------------|---|---|---|
| PSY 281** | Abnormal Psychology           | 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 |
| SOC 213** | Sociology of the Family       | 3 | 0 | 3 |
| SOC 220** | Social Problems               | 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 |

**TOTAL GENERAL EDUCATION HOURS REQUIRED.....45**

**III. OTHER REQUIRED HOURS.....15**

*The following course is required:*

|            |                          | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|------------|--------------------------|--------------|------------|---------------|
| ACA 122*** | College Transfer Success | 0            | 2          | 1             |

*Select an additional 14 semester hours of credit from the courses listed above or from the following list of Premajor/Electives:*

|   |                                     | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|---|-------------------------------------|--------------|------------|---------------|
| ACC 120***  | Principles of Financial Accounting  | 3            | 2          | 4             |
| ACC 121***  | Principles of Managerial Accounting | 3            | 2          | 4             |
| ART 131***  | Drawing I                           | 0            | 6          | 3             |
| ART 215 ***   | Visual Art Portfolio                | 0            | 6          | 3             |
| ART 240***  | Painting I                          | 0            | 6          | 3             |
| BIO 155***  | Nutrition                           | 3            | 0          | 3             |
| BIO 163***  | Basic Anatomy & Physiology          | 4            | 2          | 5             |
| BIO 168***  | Anatomy & Physiology I              | 3            | 3          | 4             |
| BIO 169***  | Anatomy & Physiology II             | 3            | 3          | 4             |
| BIO 175***  | General Microbiology                | 2            | 2          | 3             |
| BIO 271***  | Pathophysiology                     | 3            | 0          | 3             |
| BIO 275***  | Microbiology                        | 3            | 3          | 4             |
| BUS 110***  | Introduction to Business            | 3            | 0          | 3             |
| BUS 115***  | Business Law I                      | 3            | 0          | 3             |
| BUS 137***  | Principles of Management            | 3            | 0          | 3             |
| CHM 130***  | Gen, Org, & Biochemistry            | 3            | 0          | 3             |
| CHM 130A***   | Gen, Org, & Biochem Lab             | 0            | 2          | 1             |
| CHM 251***  | Organic Chemistry I                 | 3            | 3          | 4             |
| CHM 252***  | Organic Chemistry II                | 3            | 3          | 4             |
| CJC 111***  | Intro. to Criminal Justice          | 3            | 0          | 3             |
| CJC 121***  | Law Enforcement Operations          | 3            | 0          | 3             |
| CJC 141***  | Corrections                         | 3            | 0          | 3             |
| DRA 130***  | Acting I                            | 0            | 6          | 3             |
| DRA 131***  | Acting II                           | 0            | 6          | 3             |
| DRA 145***  | Stage Make-Up                       | 1            | 2          | 2             |
| DRA 170***  | Play Production I                   | 0            | 9          | 3             |
| DRA 171***  | Play Production II                  | 0            | 9          | 3             |
| DRA 230***  | Acting III                          | 0            | 6          | 3             |
| ENG 111A  | Writing and Inquiry Lab             | 0            | 2          | 1             |
| <b>[Note: ENG 111A can only count as the 61st hour in the degree. Taking ENG 111A will still require completion of 15 additional Other Required Hours.]</b> |                                     |              |            |               |
| ENG 125***  | Creative Writing                    | 3            | 0          | 3             |
| HEA 110***  | Personal Health/Wellness            | 3            | 0          | 3             |
| HEA 112***  | First Aid and CPR                   | 1            | 2          | 2             |

*continued. . .*

|            |                            |   |   |   |
|------------|----------------------------|---|---|---|
| HIS 221*** | African-American History   | 3 | 0 | 3 |
| MUS 133*** | Band I                     | 0 | 2 | 1 |
| MUS 134*** | Band II                    | 0 | 2 | 1 |
| MUS 141*** | Ensemble I                 | 0 | 2 | 1 |
| MUS 142*** | Ensemble II                | 0 | 2 | 1 |
| MUS 233*** | Band III                   | 0 | 2 | 1 |
| MUS 234*** | Band IV                    | 0 | 2 | 1 |
| PED 110*** | Fit & Well for Life        | 1 | 2 | 2 |
| PED 117*** | Weight Training I          | 0 | 1 | 1 |
| PED 120*** | Walking for Fitness        | 0 | 3 | 1 |
| PED 142*** | Lifetime Sports            | 0 | 2 | 1 |
| SOC 242*** | Sociology of Deviance      | 3 | 0 | 3 |
| SOC 244*** | Sociology of Death & Dying | 3 | 0 | 3 |

# ASSOCIATE IN SCIENCE

(A10400)

## College Transfer Degree

The Associate in Science (A.S.) degrees shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts and associate in science programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

[**Note:** These programs are also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu).]

**MINIMUM CREDIT HOURS REQUIRED FOR DEGREE:.....60/61\***

\* [Note: ENG 111A can only be counted as the 61st hour in the degree]

**I. GENERAL EDUCATION CORE:.....34**

**A. English Composition.....6**

The following *two* English composition courses are required:

|          |                                       | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|---------------------------------------|--------------|------------|---------------|
| ENG 111* | Writing and Inquiry                   | 3            | 0          | 3             |
| ENG 112* | Writing & Research in the Disciplines | 3            | 0          | 3             |

**B. Communications/Humanities/Fine Arts.....6**

Select *two* courses from at least *two* different disciplines:

|           |                              | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-----------|------------------------------|--------------|------------|---------------|
| 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             |
| COM 120** | Intro to Interpersonal Comm. | 3            | 0          | 3             |
| COM 231*  | Public Speaking              | 3            | 0          | 3             |
| DRA 111** | Theatre Appreciation         | 3            | 0          | 3             |
| ENG 231*  | American Literature I        | 3            | 0          | 3             |
| ENG 232*  | American Literature II       | 3            | 0          | 3             |
| ENG 241*  | British Literature I         | 3            | 0          | 3             |
| ENG 242*  | British Literature II        | 3            | 0          | 3             |
| MUS 110*  | Music Appreciation           | 3            | 0          | 3             |
| MUS 112*  | Introduction to Jazz         | 3            | 0          | 3             |
| PHI 215*  | Philosophical Issues         | 3            | 0          | 3             |
| PHI 240*  | Introduction to Ethics       | 3            | 0          | 3             |

*continued. . .*



**C. Social and Behavioral Sciences: ..... 6***Select two courses from at least two different disciplines:*

|          |                              | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|------------------------------|--------------|------------|---------------|
| ECO 251* | Principles of Microeconomics | 3            | 0          | 3             |
| ECO 252* | Principles of Macroeconomics | 3            | 0          | 3             |
| HIS 111* | World Civilization I         | 3            | 0          | 3             |
| HIS 112* | World 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             |
| PSY 150* | General Psychology           | 3            | 0          | 3             |
| SOC 210* | Introduction to Sociology    | 3            | 0          | 3             |

**D. Natural Sciences: ..... 8***Select eight semester hours of credit from the following course(s):*

|           |                         | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-----------|-------------------------|--------------|------------|---------------|
| BIO 110*  | Principles of Biology   | 3            | 3          | 4             |
| BIO 111*  | General Biology I AND   | 3            | 3          | 4             |
| BIO 112*  | General Biology II      | 3            | 3          | 4             |
| CHM 151*  | General Chemistry I AND | 3            | 3          | 4             |
| CHM 152*  | General Chemistry II    | 3            | 3          | 4             |
| GEL 111*  | Geology                 | 3            | 2          | 4             |
| PHY 110*  | Conceptual Physics AND  | 3            | 0          | 3             |
| PHY 110A* | Conceptual Physics Lab  | 0            | 2          | 1             |
| PHY 151*  | College Physics I AND   | 3            | 2          | 4             |
| PHY 152*  | College Physics II      | 3            | 2          | 4             |
| PHY 251*  | General Physics I AND   | 3            | 3          | 4             |
| PHY 252*  | General Physics II      | 3            | 3          | 4             |

**E. Mathematics ..... 8***Select two courses from the following:*

|          |                          | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|--------------------------|--------------|------------|---------------|
| MAT 171* | Precalculus Algebra      | 3            | 2          | 4             |
| MAT 172* | Precalculus Trigonometry | 3            | 2          | 4             |
| MAT 263* | Brief Calculus           | 3            | 2          | 4             |
| MAT 271* | Calculus I               | 3            | 2          | 4             |
| MAT 272* | Calculus II              | 3            | 2          | 4             |

**II. ADDITIONAL GENERAL EDUCATION HOURS ..... 11***Select 11 semester hours of credit from the courses listed above or from the following list of general education and UGETC courses:*

|            |                           | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|------------|---------------------------|--------------|------------|---------------|
| BIO 140**  | Environmental Biology     | 3            | 0          | 3             |
| BIO 140A** | Environmental Biology Lab | 0            | 3          | 1             |
| CIS 110**  | Introduction to Computers | 2            | 2          | 3             |
| CIS 115**  | Intro to Prog. & Logic    | 2            | 3          | 3             |
| DRA 112**  | Literature of the Theatre | 3            | 0          | 3             |
| DRA 122**  | Oral Interpretation       | 3            | 0          | 3             |
| ECO 151**  | Survey of Economics       | 3            | 0          | 3             |
| ENG 261**  | World Literature I        | 3            | 0          | 3             |
| ENG 262**  | World Literature II       | 3            | 0          | 3             |
| HUM 115**  | Critical Thinking         | 3            | 0          | 3             |

*continued. . .*

|           |                               |   |   |   |
|-----------|-------------------------------|---|---|---|
| HUM 122** | Southern Culture              | 3 | 0 | 3 |
| HUM 150** | American Women's Studies      | 3 | 0 | 3 |
| MAT 273** | Calculus III                  | 3 | 2 | 4 |
| PSY 241** | Developmental Psychology      | 3 | 0 | 3 |
| PSY 281** | Abnormal Psychology           | 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 |
| SOC 213** | Sociology of the Family       | 3 | 0 | 3 |
| SOC 220** | Social Problems               | 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 |

**TOTAL GENERAL EDUCATION HOURS REQUIRED.....45**

**III. OTHER REQUIRED HOURS.....15**

*The following course is required:*

|            |                          | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|------------|--------------------------|--------------|------------|---------------|
| ACA 122*** | College Transfer Success | 0            | 2          | 1             |

*Select an additional 14 semester hours of credit from the courses listed above or from the following list of Premajor/Electives:*

|             |                                     | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-------------|-------------------------------------|--------------|------------|---------------|
| ACC 120***  | Principles of Financial Accounting  | 3            | 2          | 4             |
| ACC 121***  | Principles of Managerial Accounting | 3            | 2          | 4             |
| ART 131***  | Drawing I                           | 0            | 6          | 3             |
| ART 215 *** | Visual Art Portfolio                | 0            | 6          | 3             |
| ART 240***  | Painting I                          | 0            | 6          | 3             |
| BIO 155***  | Nutrition                           | 3            | 0          | 3             |
| BIO 163***  | Basic Anatomy & Physiology          | 4            | 2          | 5             |
| BIO 168***  | Anatomy & Physiology I              | 3            | 3          | 4             |
| BIO 169***  | Anatomy & Physiology II             | 3            | 3          | 4             |
| BIO 175***  | General Microbiology                | 2            | 2          | 3             |
| BIO 271***  | Pathophysiology                     | 3            | 0          | 3             |
| BIO 275***  | Microbiology                        | 3            | 3          | 4             |
| BUS 110***  | Introduction to Business            | 3            | 0          | 3             |
| BUS 115***  | Business Law I                      | 3            | 0          | 3             |
| BUS 137***  | Principles of Management            | 3            | 0          | 3             |
| CHM 251***  | Organic Chemistry I                 | 3            | 3          | 4             |
| CHM 252***  | Organic Chemistry II                | 3            | 3          | 4             |
| CJC 111***  | Intro. to Criminal Justice          | 3            | 0          | 3             |
| CJC 121***  | Law Enforcement Operations          | 3            | 0          | 3             |
| CJC 141***  | Corrections                         | 3            | 0          | 3             |
| DRA 130***  | Acting I                            | 0            | 6          | 3             |
| DRA 131***  | Acting II                           | 0            | 6          | 3             |
| DRA 145***  | Stage Make-Up                       | 1            | 2          | 2             |
| DRA 170***  | Play Production I                   | 0            | 9          | 3             |
| DRA 171***  | Play Production II                  | 0            | 9          | 3             |
| DRA 230***  | Acting III                          | 0            | 6          | 3             |

*continued. . .*

|  |                            |   |   |   |
|--|----------------------------|---|---|---|
| ENG 111A   | Writing and Inquiry Lab    | 0 | 2 | 1 |
| [Note: ENG 111A can only count as the 61st hour in the degree. Taking ENG 111A will still require completion of 15 additional Other Required Hours.] |                            |   |   |   |
| ENG 125***   | Creative Writing           | 3 | 0 | 3 |
| 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 152*   | Statistical Methods I      | 3 | 2 | 4 |
| MUS 133***   | Band I                     | 0 | 2 | 1 |
| MUS 134***   | Band II                    | 0 | 2 | 1 |
| MUS 141***   | Ensemble I                 | 0 | 2 | 1 |
| MUS 142***   | Ensemble II                | 0 | 2 | 1 |
| MUS 233***   | Band III                   | 0 | 2 | 1 |
| MUS 234***   | Band IV                    | 0 | 2 | 1 |
| PED 110***   | Fit & Well for Life        | 1 | 2 | 2 |
| PED 117***   | Weight Training            | 0 | 1 | 1 |
| PED 120***   | Walking for Fitness        | 0 | 3 | 1 |
| PED 142***   | Lifetime Sports            | 0 | 2 | 1 |
| SOC 242***   | Sociology of Deviance      | 3 | 0 | 3 |
| SOC 244***   | Sociology of Death & Dying | 3 | 0 | 3 |

# ASSOCIATE IN FINE ARTS

(A10600)

## *Associate in Fine Arts Degree*

The Associate in Fine Arts- Visual Arts (A.F.A) degree shall be granted for a planned program of study consisting of a minimum of 60-61 semester hours of credit of college transfer courses, with a specialization of visual arts. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, as well as Art History and multi-dimensional design.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA).

Community college graduates must obtain a "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer. Courses may also transfer through bilateral agreements between institutions.

[**Note:** These programs are also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

**MINIMUM CREDIT HOURS REQUIRED FOR DEGREE:.....60/61\***

\* [**Note:** WBL 111 can only be counted as the 61st hour in the degree]

**I. GENERAL EDUCATION CORE:..... 25 or 26**

**A. English Composition..... 6**

*The following two English composition courses are required:*

|          |                                       | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|---------------------------------------|--------------|------------|---------------|
| ENG 111* | Writing and Inquiry                   | 3            | 0          | 3             |
| ENG 112* | Writing & Research in the Disciplines | 3            | 0          | 3             |

**B. Communications/Humanities/Fine Arts..... 6**

*Select one course from the following:*

|           |                              | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-----------|------------------------------|--------------|------------|---------------|
| COM 120** | Intro to Interpersonal Comm. | 3            | 0          | 3             |
| COM 231*  | Public Speaking              | 3            | 0          | 3             |

*Select one course from the following:*

|           |                        | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-----------|------------------------|--------------|------------|---------------|
| ART 111*  | Art Appreciation       | 3            | 0          | 3             |
| DRA 111** | Theatre Appreciation   | 3            | 0          | 3             |
| ENG 231*  | American Literature I  | 3            | 0          | 3             |
| ENG 232*  | American Literature II | 3            | 0          | 3             |
| ENG 241*  | British Literature I   | 3            | 0          | 3             |
| ENG 242*  | British Literature II  | 3            | 0          | 3             |
| MUS 110*  | Music Appreciation     | 3            | 0          | 3             |
| MUS 112*  | Introduction to Jazz   | 3            | 0          | 3             |
| PHI 215*  | Philosophical Issues   | 3            | 0          | 3             |
| PHI 240*  | Introduction to Ethics | 3            | 0          | 3             |

*continued. . .*

**C. Social and Behavioral Sciences.....6**

*The following course is required:*

|          |                    | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|--------------------|--------------|------------|---------------|
| PSY 150* | General Psychology | 3            | 0          | 3             |

*Select one course from the following:*

|          |                              | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|------------------------------|--------------|------------|---------------|
| ECO 251* | Principles of Microeconomics | 3            | 0          | 3             |
| ECO 252* | Principles of Macroeconomics | 3            | 0          | 3             |
| HIS 111* | World Civilization I         | 3            | 0          | 3             |
| HIS 112* | World 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             |
| SOC 210* | Introduction to Sociology    | 3            | 0          | 3             |

**D. Natural Sciences.....4**

*Select one course from the following (with accompanying laboratory work, if PHY 110\* is selected):*

|           |                        | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-----------|------------------------|--------------|------------|---------------|
| BIO 110*  | Principles of Biology  | 3            | 3          | 4             |
| BIO 111*  | General Biology I      | 3            | 3          | 4             |
| CHM 151*  | General Chemistry I    | 3            | 3          | 4             |
| GEL 111*  | Geology                | 3            | 2          | 4             |
| PHY 110*  | Conceptual Physics     | 3            | 0          | 3             |
| PHY 110A* | Conceptual Physics Lab | 0            | 2          | 1             |

**E. Mathematics.....3 or 4**

*Select one course from the following:*

|          |                       | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|-----------------------|--------------|------------|---------------|
| MAT 143* | Quantitative Literacy | 2            | 2          | 3             |
| MAT 152* | Statistical Methods   | 3            | 2          | 4             |
| MAT 171* | Precalculus Algebra   | 3            | 2          | 4             |

**II. ADDITIONAL GENERAL EDUCATION HOURS.....6**

*The following courses are required:*

|          |                       | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|-----------------------|--------------|------------|---------------|
| ART 114* | Art History Survey I  | 3            | 0          | 3             |
| ART 115* | Art History Survey II | 3            | 0          | 3             |

**TOTAL GENERAL EDUCATION HOURS REQUIRED.....31 or 32**

**III. OTHER REQUIRED HOURS.....29**

*The following courses are required:*

|            |                          | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|------------|--------------------------|--------------|------------|---------------|
| ACA 122*** | College Transfer Success | 0            | 2          | 1             |
| ART 121*** | Two-Dimensional Design   | 0            | 6          | 3             |
| ART 122*** | Three-Dimensional Design | 0            | 6          | 3             |
| ART 131*** | Drawing I                | 0            | 6          | 3             |

*continued. . .*

Select an additional **19** semester hours of credit from the courses listed above or from the following list:

|             |                                     | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-------------|-------------------------------------|--------------|------------|---------------|
| ACC 120***  | Principles of Financial Accounting  | 3            | 2          | 4             |
| ACC 121***  | Principles of Managerial Accounting | 3            | 2          | 4             |
| ART 113***  | Art Methods & Materials             | 0            | 6          | 3             |
| ART 117**   | Non-Western Art History             | 3            | 0          | 3             |
| ART 132***  | Drawing II                          | 0            | 6          | 3             |
| ART 135***  | Figure Drawing I                    | 0            | 6          | 3             |
| ART 215 *** | Visual Art Portfolio                | 0            | 6          | 3             |
| ART 240***  | Painting I                          | 0            | 6          | 3             |
| ART 241***  | Painting II                         | 0            | 6          | 3             |
| ART 264***  | Digital Photography I               | 0            | 6          | 3             |
| BIO 111*    | General Biology I <b>AND</b>        | 3            | 3          | 4             |
| BIO 112*    | General Biology II                  | 3            | 3          | 4             |
| BIO 140**   | Environmental Biology               | 3            | 0          | 3             |
| BIO 140A**  | Environmental Biology Lab           | 0            | 3          | 1             |
| BIO 155***  | Nutrition                           | 3            | 0          | 3             |
| BIO 163***  | Basic Anatomy & Physiology          | 4            | 2          | 5             |
| BIO 168***  | Anatomy & Physiology I              | 3            | 3          | 4             |
| BIO 169***  | Anatomy & Physiology II             | 3            | 3          | 4             |
| BIO 175***  | General Microbiology                | 2            | 2          | 3             |
| BIO 271***  | Pathophysiology                     | 3            | 0          | 3             |
| BIO 275***  | Microbiology                        | 3            | 3          | 4             |
| BUS 110***  | Introduction to Business            | 3            | 0          | 3             |
| BUS 115***  | Business Law I                      | 3            | 0          | 3             |
| BUS 137***  | Principles of Management            | 3            | 0          | 3             |
| CHM 130***  | Gen, Org, & Biochemistry            | 3            | 0          | 3             |
| CHM 130A*** | Gen, Org, & Biochem Lab             | 0            | 2          | 1             |
| CHM 152*    | General Chemistry II                | 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**   | Intro to Prog. & Logic              | 2            | 3          | 3             |
| CJC 111***  | Intro. to Criminal Justice          | 3            | 0          | 3             |
| CJC 121***  | Law Enforcement Operations          | 3            | 0          | 3             |
| CJC 141***  | Corrections                         | 3            | 0          | 3             |
| DRA 112**   | Literature of the Theatre           | 3            | 0          | 3             |
| DRA 122**   | Oral Interpretation                 | 3            | 0          | 3             |
| DRA 130***  | Acting I                            | 0            | 6          | 3             |
| DRA 131***  | Acting II                           | 0            | 6          | 3             |
| DRA 145***  | Stage Make-Up                       | 1            | 2          | 2             |
| DRA 170***  | Play Production I                   | 0            | 9          | 3             |
| DRA 171***  | Play Production II                  | 0            | 9          | 3             |
| DRA 230***  | Acting III                          | 0            | 6          | 3             |
| ECO 151**   | Survey of Economics                 | 3            | 0          | 3             |
| ENG 125***  | Creative Writing                    | 3            | 0          | 3             |
| ENG 261**   | World Literature I                  | 3            | 0          | 3             |
| ENG 262**   | World Literature II                 | 3            | 0          | 3             |
| 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             |

*continued. . .*

|            |                               |   |   |   |
|------------|-------------------------------|---|---|---|
| HUM 115**  | Critical Thinking             | 3 | 0 | 3 |
| HUM 122**  | Southern Culture              | 3 | 0 | 3 |
| HUM 150**  | American Women's Studies      | 3 | 0 | 3 |
| MAT 172*   | Precalculus Trigonometry      | 3 | 2 | 4 |
| MAT 263*   | Brief Calculus                | 3 | 2 | 4 |
| MUS 133*** | Band I                        | 0 | 2 | 1 |
| MUS 134*** | Band II                       | 0 | 2 | 1 |
| MUS 141*** | Ensemble I                    | 0 | 2 | 1 |
| MUS 142*** | Ensemble II                   | 0 | 2 | 1 |
| MUS 233*** | Band III                      | 0 | 2 | 1 |
| MUS 234*** | Band IV                       | 0 | 2 | 1 |
| PED 110*** | Fit & Well for Life           | 1 | 2 | 2 |
| PED 117*** | Weight Training               | 0 | 1 | 1 |
| PED 120*** | Walking for Fitness           | 0 | 3 | 1 |
| PED 142*** | Lifetime Sports               | 0 | 2 | 1 |
| PHY 151*   | College Physics I <b>AND</b>  | 3 | 2 | 4 |
| PHY 152*   | College Physics II            | 3 | 2 | 4 |
| PSY 241**  | Developmental Psychology      | 3 | 0 | 3 |
| PSY 281**  | Abnormal Psychology           | 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 |
| SOC 213**  | Sociology of the Family       | 3 | 0 | 3 |
| SOC 220**  | Social Problems               | 3 | 0 | 3 |
| SOC 242*** | Sociology of Deviance         | 3 | 0 | 3 |
| SOC 244*** | Sociology of Death & Dying    | 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 |
| WBL 111    | Work-Based Learning I         | 0 | 0 | 1 |

[Note: WBL 111 can only count as the 61st hour in the degree.]

**TOTAL SEMESTER HOURS REQUIRED FOR A.F.A. DEGREE: 60/61**

# ASSOCIATE IN GENERAL EDUCATION

(A10300)  
*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.

The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science, and mathematics at the college level. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer.

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 should see the Dean of Arts & Sciences for enrollment requirements.*

## COURSE AND HOUR REQUIREMENTS

### Credit Hours

### I. GENERAL EDUCATION COURSES

**Communications:**.....6  
 ENG 111\* Writing and Inquiry  
 ENG 112\* Writing/Research in the Disciplines

**Humanities/Fine Arts:**..... 3  
 Select from associate degree level courses in art, communications, drama, English, humanities, literature, music, and philosophy.

**Natural Sciences/Mathematics:**..... 3  
 Select from associate degree level courses in biology, chemistry, geology, mathematics, and physics.

**Social/Behavioral Science:**.....3  
 Select from associate degree level courses in economics, history, political science, psychology, and sociology.

### II. MINIMUM MAJOR HOURS

**Computer/Information Systems:**.....3  
 CIS 110\*\* Introduction to Computers

**Major Electives:**.....46  
 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 GENERAL EDUCATION GENERAL SCIENCE (A10300S) *Degree*

The Associate in General Education (AGE) curriculum is designed for individuals wishing to broaden their education, with emphasis on personal interest, growth, and development.

The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science, and mathematics at the college level. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer.

**The A.G.E. - General Science option is specifically designed for students who are attempting to enter a competitive health or science program and who need courses to improve their chances of admission or who have exited such a program and wish to complete an associate degree.** *Completion of this program does not guarantee admission to any other academic program.*

## COURSE AND HOUR REQUIREMENTS

### Credit Hours

#### I. GENERAL EDUCATION COURSES

**Communications:**.....6

|          |                              | Class | Lab | Credit |
|----------|------------------------------|-------|-----|--------|
| ENG 111* | Writing and Inquiry          | 3     | 0   | 3      |
| ENG 112* | Writing/Research in the Disc | 3     | 0   | 3      |

**Humanities/Fine Arts:**.....3  
Select from associate degree level courses in art, communications, drama, English, humanities, music, and philosophy.

**Natural Sciences/Mathematics:**.....3  
Select from associate degree level courses in biology, chemistry, geology, mathematics, and physics.

**Social/Behavioral Science:**.....3  
Select from associate degree level courses in economics, history, political science, psychology, and sociology.

#### II. OTHER REQUIRED HOURS:

##### A. Required Subject Areas:

**Human Biology:**.....4-5

Select **one** course from the following:

|            |                            | Class | Lab | Credit |
|------------|----------------------------|-------|-----|--------|
| BIO 163*** | Basic Anatomy & Physiology | 4     | 2   | 5      |
| BIO 168*** | Anatomy & Physiology I     | 3     | 3   | 4      |

*continued. . .*

**Psychology:.....3**

Select **one** course from the following:

|          |                          | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|----------|--------------------------|--------------|------------|---------------|
| PSY 118  | Interpersonal Psychology | 3            | 0          | 3             |
| PSY 150* | General Psychology       | 3            | 0          | 3             |

**Computer/Information Systems: .....3**

|           |                           | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|-----------|---------------------------|--------------|------------|---------------|
| CIS 110** | Introduction to Computers | 2            | 2          | 3             |

**B. Elective Courses:.....12**

**Science, Mathematics, and Psychology Electives**

Select **12** semester hours of credit from the following:

|            |                             | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|------------|-----------------------------|--------------|------------|---------------|
| 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 140**  | Environmental Biology       | 3            | 0          | 3             |
| BIO 140A** | Environmental Biology Lab   | 0            | 3          | 1             |
| BIO 155*** | Nutrition                   | 3            | 0          | 3             |
| BIO 168*** | Anatomy & Physiology I      | 3            | 3          | 4             |
| BIO 169*** | Anatomy & Physiology II     | 3            | 3          | 4             |
| BIO 175*** | General Microbiology        | 2            | 2          | 3             |
| BIO 271*** | Pathophysiology             | 3            | 0          | 3             |
| BIO 275*** | Microbiology                | 3            | 3          | 4             |
| CHM 130*** | Gen, Org, & Biochemistry    | 3            | 0          | 3             |
| CHM 130A** | Gen, Org, & Biochem Lab     | 0            | 2          | 1             |
| CHM 131**  | Introduction to Chemistry   | 3            | 0          | 3             |
| CHM 131A** | Intro to Chemistry Lab      | 0            | 3          | 1             |
| CHM 132**  | Organic and Biochemistry    | 3            | 3          | 4             |
| CHM 151*   | General Chemistry I         | 3            | 3          | 4             |
| CHM 152*   | General Chemistry II        | 3            | 3          | 4             |
| GEL 111*   | Geology                     | 3            | 2          | 4             |
| MAT 110    | Math Measurement & Literacy | 2            | 2          | 3             |
| MAT 143*   | Quantitative Literacy       | 2            | 2          | 3             |
| MAT 152*   | Statistical Methods I       | 3            | 2          | 4             |
| MAT 171*   | Precalculus Algebra         | 3            | 2          | 4             |
| MAT 172*   | Precalculus Trigonometry    | 3            | 2          | 4             |
| MAT 263*   | Brief Calculus              | 3            | 2          | 4             |
| MAT 271*   | Calculus I                  | 3            | 2          | 4             |
| MAT 272*   | Calculus II                 | 3            | 2          | 4             |
| MAT 273**  | Calculus III                | 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             |
| PSY 241**  | Developmental Psychology    | 3            | 0          | 3             |
| PSY 281**  | Abnormal Psychology         | 3            | 0          | 3             |

*continued. . .*

**Other Electives:.....27**

Select from courses listed above, or from other associate degree level courses in art, biology, chemistry, communication, drama, economics, English, foreign language, geology, history, humanities, mathematics, music, philosophy, physics, political science, psychology, sociology, or from the courses listed below:

|         |                          | <b>Class</b> | <b>Lab</b> | <b>Credit</b> |
|---------|--------------------------|--------------|------------|---------------|
| ACA 115 | Success & Study Skills   | 0            | 2          | 1             |
| ACA 122 | College Transfer Success | 0            | 2          | 1             |
| BPM 110 | Bioprocess Practices     | 3            | 4          | 5             |
| BPM 111 | Bioprocess Measurements  | 3            | 3          | 4             |
| BPM 112 | Upstream Bioprocessing   | 3            | 4          | 5             |
| BPM 113 | Downstream Bioprocessing | 3            | 3          | 4             |
| BUS 270 | Professional Development | 3            | 0          | 3             |
| CTS 130 | Spreadsheet              | 2            | 2          | 3             |
| EDU 216 | Foundations of Education | 4            | 0          | 4             |
| MED 121 | Medical Terminology I    | 3            | 0          | 3             |
| MED 122 | Medical Terminology II   | 3            | 0          | 3             |
| OST 131 | Keyboarding              | 1            | 2          | 2             |
| OST 141 | Med Office Terms I       | 3            | 0          | 3             |
| OST 142 | Med Office Terms II      | 3            | 0          | 3             |
| OST 148 | Med Ins & Billing        | 3            | 0          | 3             |
| PHM 110 | Introduction to Pharmacy | 3            | 0          | 3             |
| PHM 115 | Pharmacy Calculations    | 3            | 0          | 3             |
| PHM 140 | Trends in Pharmacy       | 2            | 0          | 2             |
| PHM 165 | Pharmacy Prof Practice   | 2            | 0          | 2             |

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

# ASSOCIATE DEGREE NURSING

(A45110)

## *Associate in Applied Science Degree*

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

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

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

*Mission Statement: The Associate Degree Nursing Program supports the mission of the North Carolina Community College System and the mission of Vance Granville Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing healthcare needs of the service area and to promoting the development of qualified students prepared for the professional role of registered nurse at the entry level.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                 | Title                        | Class     | Lab      | Work Exp/<br>Clinical | Credits   |
|---------------------------------|------------------------------|-----------|----------|-----------------------|-----------|
| <b>FIRST SEMESTER (FALL)</b>    |                              |           |          |                       |           |
| BIO 168***                      | Anatomy & Physiology I       | 3         | 3        | 0                     | 4         |
| ENG 111*                        | Writing and Inquiry          | 3         | 0        | 0                     | 3         |
| NUR 111                         | Intro to Health Concepts     | 4         | 6        | 6                     | 8         |
|                                 |                              | <b>10</b> | <b>9</b> | <b>6</b>              | <b>15</b> |
| <b>SECOND SEMESTER (SPRING)</b> |                              |           |          |                       |           |
| BIO 169***                      | Anatomy & Physiology II      | 3         | 3        | 0                     | 4         |
| NUR 112                         | Health-Illness Concepts      | 3         | 0        | 6                     | 5         |
| NUR 113                         | Family Health Concepts       | 3         | 0        | 6                     | 5         |
|                                 |                              | <b>9</b>  | <b>3</b> | <b>12</b>             | <b>14</b> |
| <b>THIRD SEMESTER (SUMMER)</b>  |                              |           |          |                       |           |
| BIO 271                         | Pathophysiology              | 3         | 0        | 0                     | 3         |
| ENG 112*                        | Writing/Research in the Disc | 3         | 0        | 0                     | 3         |
| NUR 212                         | Health System Concepts       | 3         | 0        | 6                     | 5         |
| PSY 150*                        | General Psychology           | 3         | 0        | 0                     | 3         |
|                                 |                              | <b>12</b> | <b>0</b> | <b>6</b>              | <b>14</b> |
| <b>FOURTH SEMESTER (FALL)</b>   |                              |           |          |                       |           |
| NUR 114                         | Holistic Health Concepts     | 3         | 0        | 6                     | 5         |
| NUR 211                         | Health Care Concepts         | 3         | 0        | 6                     | 5         |
| PSY 241**                       | Developmental Psychology     | 3         | 0        | 0                     | 3         |
|                                 |                              | <b>9</b>  | <b>0</b> | <b>12</b>             | <b>13</b> |

| Title   | Class | Work Exp/ |          |         |
|---|-------|-----------|----------|---------|
|   |       | Lab       | Clinical | Credits |
| <b>FIFTH SEMESTER (SPRING)</b>  |       |           |          |         |
| NUR 213 Complex Health Concepts   | 4     | 3         | 15       | 10      |
| Humanities/Fine Arts Elective   | 3     | 0         | 0        | 3       |
| (ART 111*, ART 114*, ART 115*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) | 7     | 3         | 15       | 13      |

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

[**Note:** Students must complete all courses listed in each semester together unless related courses have been previously completed with a "C" or better. Nursing courses are only offered in the semester listed.]

## LPN TO ADN TRANSITION PROGRAM (A45110L)

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title  | Class | Work Exp/ |          |           |
|--|-------|-----------|----------|-----------|
|  |       | Lab       | Clinical | Credits   |
| <b>TO BE COMPLETED PRIOR TO PROGRAM ADMISSION:</b>   |       |           |          |           |
| BIO 168*** Anatomy & Physiology I  | 3     | 3         | 0        | 4         |
| ENG 111* Writing and Inquiry   | 3     | 0         | 0        | 3         |
| PSY 150* General Psychology  | 3     | 0         | 0        | 3         |
| [ <b>Note:</b> Upon admission to the LPN to ADN Transition Program, the student will be awarded credit for NUR 111 based on completion of NUR 101 and NUR 102 for a minimum of 19 credit hours.] | 9     | 3         | 0        | 10        |
|  |       |           |          | <b>19</b> |

### FIRST SEMESTER (SUMMER)

|                                       |           |          |          |           |
|---------------------------------------|-----------|----------|----------|-----------|
| BIO 169*** Anatomy & Physiology II    | 3         | 3        | 0        | 4         |
| ENG 112* Writing/Research in the Disc | 3         | 0        | 0        | 3         |
| NUR 214 Nursing Transition Concepts   | 3         | 0        | 3        | 4         |
| PSY 241** Developmental Psychology    | 3         | 0        | 0        | 3         |
|                                       | <b>12</b> | <b>3</b> | <b>3</b> | <b>14</b> |

### SECOND SEMESTER (FALL)

|                                       |          |          |           |           |
|---------------------------------------|----------|----------|-----------|-----------|
| BIO 271 Pathophysiology               | 3        | 0        | 0         | 3         |
| NUR 114 Holistic Health Care Concepts | 3        | 0        | 6         | 5         |
| NUR 211 Health Care Concepts          | 3        | 0        | 6         | 5         |
|                                       | <b>9</b> | <b>0</b> | <b>12</b> | <b>13</b> |

### THIRD SEMESTER (SPRING)

|   |   |   |    |    |
|---|---|---|----|----|
| NUR 213 Complex Health Concepts   | 4 | 3 | 15 | 10 |
| Humanities/Fine Arts Elective   | 3 | 0 | 0  | 3  |
| (ART 111*, ART 114*, ART 115*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) | 7 | 0 | 15 | 13 |

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

[**Note:** Students must complete all courses listed in each semester together unless related courses have been previously completed with a "C" or better. Nursing courses are only offered in the semester listed.]

# ASSOCIATE DEGREE NURSING-RIBN

(A10300S/A45110)

## Dual Enrollment

### *Associate in Applied Science Degree-VGCC*

### *Baccalaureate in Nursing Degree-NC A&T*

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

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

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

The Regionally Increasing Baccalaureate Nurses (RIBN) program is a dual-enrollment option offered in collaboration with North Carolina A&T State University. An Associate in Applied Science in Nursing is awarded at the end of the third year from Vance-Granville Community College and a Baccalaureate in Nursing is awarded from North Carolina A&T State University at the end of the fourth year.

*Mission Statement: The Associate Degree Nursing Program supports the mission of the North Carolina Community College System and the mission of Vance-Granville Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing healthcare needs of the service area and to promoting the development of qualified students prepared for the professional role of registered nurse at the entry level.*

#### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                              | Title                            | Class    | Work Exp/  |          |           |
|------------------------------|----------------------------------|----------|------------|----------|-----------|
|                              |                                  |          | Lab        | Clinical | Credits   |
| <b>FIRST SEMESTER (FALL)</b> |                                  |          |            |          |           |
| ACA 122***                   | College Transfer Success         | 0        | 2          | 0        | 1         |
| BIO 168***                   | Anatomy & Physiology I           | 3        | 3          | 0        | 4         |
| CHM 130***                   | Gen, Org, & Biochemistry         | 3        | 0          | 0        | 3         |
| CHM 130A***                  | Gen, Org, & Biochem Lab          | 0        | 2          | 0        | 1         |
| <b>OR</b>                    |                                  |          |            |          |           |
| CHM 131**                    | Introduction to Chemistry        | 3        | 0          | 0        | 3         |
| CHM 131A**                   | Introduction to Chemistry Lab    | 0        | 3          | 0        | 1         |
| <b>OR</b>                    |                                  |          |            |          |           |
| CHM 151*                     | General Chemistry I              | 3        | 3          | 0        | 4         |
| ENG 111*                     | Writing and Inquiry              | 3        | 0          | 0        | 3         |
| NURS 100                     | <i>Student Success (A&amp;T)</i> |          |            |          | 1         |
|                              |                                  | <b>9</b> | <b>7/8</b> | <b>0</b> | <b>13</b> |

|   |  | Work Exp/ |          |           |           |
|---|--|-----------|----------|-----------|-----------|
| Title   | Class  | Lab       | Clinical | Credits   |           |
| <b>SECOND SEMESTER (SPRING)</b>                         |  |           |          |           |           |
| BIO 169***  | Anatomy & Physiology II                            | 3         | 3        | 0         | 4         |
| HUM 115**   | Critical Thinking                                  | 3         | 0        | 0         | 3         |
| MAT 143*  | Quantitative Literacy                              | 2         | 2        | 0         | 3         |
| LIBS 202  | <i>Intro to African American Studies (A&amp;T)</i> |           |          |           | 3         |
|   |  | <b>8</b>  | <b>5</b> | <b>0</b>  | <b>13</b> |
| <b>THIRD SEMESTER (SUMMER)</b>                          |  |           |          |           |           |
| BIO 175***  | General Microbiology                               | 2         | 2        | 0         | 3         |
| NURS 267  | <i>Mentoring (A&amp;T)</i>                         |           |          |           | 1         |
|   |  | <b>2</b>  | <b>2</b> | <b>0</b>  | <b>4</b>  |
| <b>FOURTH SEMESTER (FALL)</b>                           |  |           |          |           |           |
| NUR 111   | Intro to Health Concepts                           | 4         | 6        | 6         | 8         |
| PSY 150*  | General Psychology                                 | 3         | 0        | 0         | 3         |
| NURS 204  | <i>Statistics (A&amp;T)</i>                        |           |          |           | 3         |
|   |  | <b>7</b>  | <b>6</b> | <b>6</b>  | <b>14</b> |
| <b>FIFTH SEMESTER (SPRING)</b>                          |  |           |          |           |           |
| ENG 112*  | Writing/Research in the Disc                       | 3         | 0        | 0         | 3         |
| NUR 112   | Health-Illness Concepts                            | 3         | 0        | 6         | 5         |
| NUR 113   | Family Health Concepts                             | 3         | 0        | 6         | 5         |
| ENGL 200  | <i>Survey of Humanities I (A&amp;T)</i>            |           |          |           | 3         |
|   |  | <b>9</b>  | <b>0</b> | <b>12</b> | <b>16</b> |
| <b>SIXTH SEMESTER (SUMMER)</b>                          |  |           |          |           |           |
| BIO 271   | Pathophysiology                                    | 3         | 0        | 0         | 3         |
| NUR 212   | Health System Concepts                             | 3         | 0        | 6         | 5         |
| PHIL 265  | <i>World Religions (A&amp;T)</i>                   |           |          |           | 3         |
|   |  | <b>6</b>  | <b>0</b> | <b>6</b>  | <b>11</b> |
| <b>SEVENTH SEMESTER (FALL)</b>                          |  |           |          |           |           |
| NUR 114   | Holistic Health Concepts                           | 3         | 0        | 6         | 5         |
| NUR 211   | Health Care Concepts                               | 3         | 0        | 6         | 5         |
| PSY 241**   | Developmental Psychology                           | 3         | 0        | 0         | 3         |
| NURS 467  | <i>Nursing Informatics (A&amp;T)</i>               |           |          |           | 3         |
|   |  | <b>9</b>  | <b>0</b> | <b>12</b> | <b>16</b> |
| <b>EIGHTH SEMESTER (SPRING)</b>                         |  |           |          |           |           |
| NUR 213   | Complex Health Concepts                            | 4         | 3        | 15        | 10        |
| NURS 415  | <i>Health Care In A Global Society (A&amp;T)</i>   |           |          |           | 3         |
|   |  | <b>4</b>  | <b>3</b> | <b>15</b> | <b>13</b> |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b> |  |           |          | <b>69</b> |           |
| [Note: Year 4 courses taken only at NC A&T.]            |  |           |          |           |           |
| <b>NINTH SEMESTER (SUMMER)</b>                          |  |           |          |           |           |
|   | <i>Mentoring (A&amp;T)</i>                         |           |          |           | 1         |
| <b>*NCLEX-RN Exam/Licensure Obtainment</b>              |  |           |          |           |           |
|   |  | <b>0</b>  | <b>0</b> | <b>0</b>  | <b>1</b>  |

|                                   | Title   | Class    | Work Exp/ |          | Credits   |
|-----------------------------------|---|----------|-----------|----------|-----------|
|                                   |   |          | Lab       | Clinical |           |
| <b>TENTH SEMESTER (FALL)</b>      |   |          |           |          |           |
| NURS 360                          | <i>Concepts in Professional Nursing (A&amp;T)</i>           |          |           |          | 3         |
| NURS 362                          | <i>Student Success I (A&amp;T)</i>                          |          |           |          | 1         |
| NURS 363                          | <i>Advanced Health Assessment (A&amp;T)</i>                 |          |           |          | 3         |
| NURS 364                          | <i>Applied Ethics (A&amp;T)</i>                             |          |           |          | 3         |
|                                   |   | <b>0</b> | <b>0</b>  | <b>0</b> | <b>10</b> |
| <b>ELEVENTH SEMESTER (SPRING)</b> |   |          |           |          |           |
| NURS 361                          | <i>Evidence Based Practice (A&amp;T)</i>                    |          |           |          | 3         |
| NURS 460                          | <i>Community Health (A&amp;T)</i>                           |          |           |          | 4         |
|                                   |   | <b>0</b> | <b>0</b>  | <b>0</b> | <b>7</b>  |
| <b>TWELFTH SEMESTER (SUMMER)</b>  |   |          |           |          |           |
| NURS 365                          | <i>Collaborative Inter-professional Practice (A&amp;T)</i>  |          |           |          | 3         |
| NURS 464                          | <i>Leadership and Management (A&amp;T)</i>                  |          |           |          | 4         |
| NURS 465                          | <i>Synthesis of Professional Nursing Practice (A&amp;T)</i> |          |           |          | 1         |
|                                   |   | <b>0</b> | <b>0</b>  | <b>0</b> | <b>8</b>  |

[Note: BSN degree awarded by North Carolina A&T State University after completion of required courses/hours.]

*\*Italics indicates a course offered at NC A&T State University*

[Note: Students must complete all courses listed in each semester together unless related courses have been previously completed with a "C" or better. Nursing courses are only offered in the semester listed.]



# AUTOMOTIVE SYSTEMS TECHNOLOGY

(A60160)

## *Associate in Applied Science Degree*

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

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

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 service industry.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title                             | Class     | Work Exp/ |          |           |  |
|-------------------------------------|-----------------------------------|-----------|-----------|----------|-----------|--|
|                                     |                                   |           | Lab       | Clinical | Credits   |  |
| <b>FALL SEMESTER (First Year)</b>   |                                   |           |           |          |           |  |
| ACA 115                             | Success & Study Skills            | 0         | 2         | 0        | 1         |  |
| AUT 181                             | Engine Performance 1              | 2         | 3         | 0        | 3         |  |
| AUT 181A                            | Engine Performance 1 Lab          | 0         | 3         | 0        | 1         |  |
| AUT 281                             | Adv Engine Performance            | 2         | 2         | 0        | 3         |  |
| ENG 110                             | Freshman Composition              | 3         | 0         | 0        | 3         |  |
| <b>OR</b>                           |                                   |           |           |          |           |  |
| ENG 111*                            | Writing and Inquiry               | 3         | 0         | 0        | 3         |  |
| TRN 110                             | Intro to Transport Tech           | 1         | 2         | 0        | 2         |  |
| TRN 120                             | Basic Transport Electricity       | 4         | 3         | 0        | 5         |  |
|                                     |                                   | <b>12</b> | <b>15</b> | <b>0</b> | <b>18</b> |  |
| <b>SPRING SEMESTER (First Year)</b> |                                   |           |           |          |           |  |
| AUT 141                             | Suspension & Steering Systems     | 2         | 3         | 0        | 3         |  |
| AUT 141A                            | Suspension & Steering Systems Lab | 0         | 3         | 0        | 1         |  |
| AUT 151                             | Brake Systems                     | 2         | 3         | 0        | 3         |  |
| AUT 151A                            | Brakes Systems Lab                | 0         | 3         | 0        | 1         |  |
| AUT 163                             | Adv Auto Electricity              | 2         | 3         | 0        | 3         |  |
| AUT 163A                            | Adv Auto Electricity Lab          | 0         | 3         | 0        | 1         |  |
| MAT 110                             | Math Measurement & Literacy       | 2         | 2         | 0        | 3         |  |
| <b>OR</b>                           |                                   |           |           |          |           |  |
| MAT 143*                            | Quantitative Literacy             | 2         | 2         | 0        | 3         |  |
|                                     |                                   | <b>8</b>  | <b>20</b> | <b>0</b> | <b>15</b> |  |
| <b>SUMMER SEMESTER (First Year)</b> |                                   |           |           |          |           |  |
| AUT 221                             | Auto Transm/Transaxles            | 2         | 3         | 0        | 3         |  |
| AUT 221A                            | Auto Transm/Transaxles Lab        | 0         | 3         | 0        | 1         |  |
|                                     |                                   | <b>2</b>  | <b>6</b>  | <b>0</b> | <b>4</b>  |  |

|   |                               |           | Work Exp/ |          |           |
|---|-------------------------------|-----------|-----------|----------|-----------|
|   | Title                         | Class     | Lab       | Clinical | Credits   |
| <b>FALL SEMESTER (Second Year)</b>  |                               |           |           |          |           |
| AUT 116   | Engine Repair                 | 2         | 3         | 0        | 3         |
| AUT 116A  | Engine Repair Lab             | 0         | 3         | 0        | 1         |
| AUT 123   | Powertrain Diag & Service     | 1         | 3         | 0        | 2         |
| ENG 112*  | Writing/Research in the Disc  | 3         | 0         | 0        | 3         |
| <b>OR</b>   |                               |           |           |          |           |
| ENG 116   | Technical Report Writing      | 3         | 0         | 0        | 3         |
| TRN 130   | Intro to Sustainability Trans | 2         | 2         | 0        | 3         |
| TRN 140   | Transp Climate Control        | 1         | 2         | 0        | 2         |
| TRN 140A  | Transp Climate Control Lab    | 1         | 2         | 0        | 2         |
|   |                               | <b>10</b> | <b>15</b> | <b>0</b> | <b>16</b> |
| <b>SPRING SEMESTER (Second Year)</b>  |                               |           |           |          |           |
| AUT 114   | Safety and Emissions          | 1         | 2         | 0        | 2         |
| AUT 114A  | Safety and Emissions Lab      | 0         | 2         | 0        | 1         |
| AUT 183   | Engine Performance 2          | 2         | 6         | 0        | 4         |
| AUT 231   | Man Trans/Transaxle           | 2         | 3         | 0        | 3         |
| AUT 231A  | Man Trans/Transaxle Lab       | 0         | 3         | 0        | 1         |
| Humanities/Fine Arts Elective<br>(ENG 231*, ENG 232*, HUM 115**, HUM 122**)               |                               | 3         | 0         | 0        | 3         |
| Major Elective  |                               |           |           |          | 2         |
|   |                               | <b>8</b>  | <b>16</b> | <b>0</b> | <b>16</b> |
| <b>SUMMER SEMESTER (Second Year)</b>  |                               |           |           |          |           |
| Social/Behavioral Science Elective<br>(PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                               | <b>3</b>  | <b>0</b>  | <b>0</b> | <b>3</b>  |
| <b>MAJOR ELECTIVE LIST: (Select a minimum of 2 hours)</b>                                 |                               |           |           |          |           |
| AUT 212   | Auto Shop Management          | 3         | 0         | 0        | 3         |
| SPA 120   | Spanish in the Workplace      | 3         | 0         | 0        | 3         |
| WBL 111   | Work-Based Learning I         | 0         | 0         | 10       | 1         |
| WBL 112   | Work-Based Learning I         | 0         | 0         | 20       | 2         |
| WBL 121   | Work-Based Learning II        | 0         | 0         | 10       | 1         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>                                   |                               |           |           |          | <b>72</b> |

# AUTOMOTIVE SYSTEMS TECHNOLOGY

(D60160)

## *Diploma*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title   | Class                          | Lab       | Work Exp/ |          | Credits   |
|---|--------------------------------|-----------|-----------|----------|-----------|
|   |                                |           | Clinical  |          |           |
| <b>FALL SEMESTER (First Year)</b>                 |                                |           |           |          |           |
| AUT 181   | Engine Performance 1           | 2         | 3         | 0        | 3         |
| AUT 181A  | Engine Performance 1 Lab       | 0         | 3         | 0        | 1         |
| AUT 281   | Adv Engine Performance         | 2         | 2         | 0        | 3         |
| ENG 110   | Freshman Composition           | 3         | 0         | 0        | 3         |
| TRN 110   | Introduction to Transport Tech | 1         | 2         | 0        | 2         |
| TRN 120   | Basic Transp Electricity       | 4         | 3         | 0        | 5         |
|   |                                | <b>12</b> | <b>13</b> | <b>0</b> | <b>17</b> |
| <b>SPRING SEMESTER (First Year)</b>               |                                |           |           |          |           |
| AUT 141   | Suspension & Steering Systems  | 2         | 3         | 0        | 3         |
| AUT 141A  | Suspension & Steering Sys Lab  | 0         | 3         | 0        | 1         |
| AUT 151   | Brake Systems                  | 2         | 3         | 0        | 3         |
| AUT 151A  | Brake Systems Lab              | 0         | 3         | 0        | 1         |
| AUT 163   | Adv Auto Electricity           | 2         | 3         | 0        | 3         |
| AUT 163A  | Adv Auto Electricity Lab       | 0         | 3         | 0        | 1         |
| MAT 110   | Math Measurement & Literacy    | 2         | 2         | 0        | 3         |
|   |                                | <b>8</b>  | <b>20</b> | <b>0</b> | <b>15</b> |
| <b>SUMMER SEMESTER (First Year)</b>               |                                |           |           |          |           |
| AUT 221   | Auto Transm/Transaxles         | 2         | 3         | 0        | 3         |
| AUT 221A  | Auto Transm/Transaxles Lab     | 0         | 3         | 0        | 1         |
|   |                                | <b>2</b>  | <b>6</b>  | <b>0</b> | <b>4</b>  |
| <b>FALL SEMESTER (Second Year)</b>                |                                |           |           |          |           |
| TRN 140   | Transp Climate Control         | 1         | 2         | 0        | 2         |
| TRN 140A  | Transp Climate Control Lab     | 1         | 2         | 0        | 2         |
|   |                                | <b>2</b>  | <b>4</b>  | <b>0</b> | <b>4</b>  |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b> |                                |           |           |          | <b>40</b> |

# ELECTRICAL SYSTEMS

(C60160E)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|          |                          |       |     | Work Exp/ |         |
|----------|--------------------------|-------|-----|-----------|---------|
|          | Title                    | Class | Lab | Clinical  | Credits |
| AUT 163  | Adv Auto Electricity     | 2     | 3   | 0         | 3       |
| AUT 163A | Adv Auto Electricity Lab | 0     | 3   | 0         | 1       |
| AUT 281  | Adv Engine Performance   | 2     | 2   | 0         | 3       |
| TRN 120  | Basic Transp Electricity | 4     | 3   | 0         | 5       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 12**

# SUSPENSION & STEERING

(C60160S)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|          |                                 |       |     | Work Exp/ |         |
|----------|---------------------------------|-------|-----|-----------|---------|
|          | Title                           | Class | Lab | Clinical  | Credits |
| AUT 141  | Suspension and Steering Systems | 2     | 3   | 0         | 3       |
| AUT 141A | Suspension & Steering Lab       | 0     | 3   | 0         | 1       |
| AUT 151  | Brake Systems                   | 2     | 3   | 0         | 3       |
| AUT 151A | Brakes Systems Lab              | 0     | 3   | 0         | 1       |
| AUT 181  | Engine Performance 1            | 2     | 3   | 0         | 3       |
| AUT 181A | Engine Performance 1 Lab        | 0     | 3   | 0         | 1       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 12**

# BASIC LAW ENFORCEMENT TRAINING

(C55120)

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

Students must successfully complete and pass all units of study 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 who have successfully completed CJC-100 or CJC-3938 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 within 10 years prior to application and passed the Commission's comprehensive certificate examination may receive up to 19 hours credit toward the Associate in Applied Science degree in Criminal Justice Technology. Students may receive credit for the following courses: CJC 131, CJC 132, CJC 151, CJC 212, CJC 221, CJC 231. For students entering the Criminal Justice curriculum who completed the BLET curriculum greater than 10 years prior to application, course credit will be evaluated on a case-by-case basis. This course is governed by the North Carolina Administrative Code, Title 12, VGCC's BLET Academy Rules and Regulations, in addition to the Student Code of Conduct in this catalog.*

## COURSE AND HOUR REQUIREMENTS

| Title  | Class                          | Work Exp/ |          |   | Credits   |
|--|--------------------------------|-----------|----------|---|-----------|
|  |                                | Lab       | Clinical |   |           |
| <b>I. GENERAL EDUCATION COURSES</b>          |                                |           |          |   |           |
| None   |                                |           |          |   |           |
| <b>II. MAJOR COURSES</b>                     |                                |           |          |   |           |
| <b>A. CORE</b>                               |                                |           |          |   |           |
| CJC 100                                      | Basic Law Enforcement Training | 10        | 30       | 0 | 20        |
| <b>TOTAL SEMESTER HOURS FOR CERTIFICATE:</b> |                                |           |          |   | <b>20</b> |

# BIOPROCESS TECHNOLOGY

(A50440)

## *Associate in Applied Science Degree*

The Bioprocess Technology curriculum is designed to prepare individuals to work as Process Operators in biological products manufacturing facilities. Students will combine basic science and communication skills, manufacturing technologies, and good manufacturing practices in the course of study.

Students will be expected to develop a strong basic science foundation with a sound understanding of the major technologies employed by the industry. They will also be expected to develop collaborative and disciplined work ethics while consistently practicing problem-solving skills.

Upon successful completion of the program, individuals should possess the necessary skills to qualify for employment in a variety of Bioprocessing industries.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title                                      | Class       | Lab       | Work Exp/ |              |
|-------------------------------------|--|-------------|-----------|-----------|--------------|
|                                     |  |             |           | Clinical  | Credits      |
| <b>FALL SEMESTER (First Year)</b>   |  |             |           |           |              |
| BIO 110*                            | Principles of Biology<br><b>OR</b>         | 3           | 3         | 0         | 4            |
| BIO 111*                            | General Biology I                          | 3           | 3         | 0         | 4            |
| BPM 110                             | Bioprocess Practices                       | 3           | 4         | 0         | 5            |
| BPM 111                             | Bioprocess Measurements                    | 3           | 3         | 0         | 4            |
| PTC 110                             | Industrial Environment                     | 3           | 0         | 0         | 3            |
|                                     |  | <b>12</b>   | <b>10</b> | <b>0</b>  | <b>16</b>    |
| <b>SPRING SEMESTER (First Year)</b> |  |             |           |           |              |
| BPM 112                             | Upstream Bioprocessing                     | 3           | 4         | 0         | 5            |
| BUS 270                             | Professional Development                   | 3           | 0         | 0         | 3            |
| CHM 131**                           | Introduction to Chemistry<br><b>AND</b>    | 3           | 0         | 0         | 3            |
| CHM 131A**                          | Introduction to Chemistry Lab<br><b>OR</b> | 0           | 3         | 0         | 1            |
| CHM 151*                            | General Chemistry I                        | 3           | 3         | 0         | 4            |
| ENG 110                             | Freshman Composition<br><b>OR</b>          | 3           | 0         | 0         | 3            |
| ENG 111*                            | Writing and Inquiry                        | 3           | 0         | 0         | 3            |
|                                     |  | <b>12</b>   | <b>7</b>  | <b>0</b>  | <b>15</b>    |
| <b>SUMMER SEMESTER (First Year)</b> |  |             |           |           |              |
| BIO 275***                          | Microbiology                               | 3           | 3         | 0         | 4            |
| BPM 113                             | Downstream Bioprocessing                   | 3           | 3         | 0         | 4            |
|                                     |  | <b>6</b>    | <b>6</b>  | <b>0</b>  | <b>8</b>     |
| <b>FALL SEMESTER (Second Year)</b>  |  |             |           |           |              |
| BIO 163***                          | Basic Anatomy & Physiology                 | 4           | 2         | 0         | 5            |
| ENG 112*                            | Writing/Research in the Disc<br><b>OR</b>  | 3           | 0         | 0         | 3            |
| ENG 116                             | Technical Report Writing                   | 3           | 0         | 0         | 3            |
| MAT 110                             | Math Measurement & Literacy<br><b>OR</b>   | 2           | 2         | 0         | 3            |
| MAT 171*                            | Precalculus Algebra                        | 3           | 2         | 0         | 4            |
|                                     |  | <b>9/10</b> | <b>4</b>  | <b>0</b>  | <b>11/12</b> |

|   | Title                                 | Class     | Lab      | Work Exp/<br>Clinical | Credits   |
|---|---------------------------------------|-----------|----------|-----------------------|-----------|
| <b>SPRING SEMESTER (Second Year)</b>                      |                                       |           |          |                       |           |
| CHM 132**   | Organic & Biochemistry<br><b>OR</b>   | 3         | 3        | 0                     | 4         |
| CHM 152*  | General Chemistry II                  | 3         | 3        | 0                     | 4         |
| ENG 231*  | American Literature I<br><b>OR</b>    | 3         | 0        | 0                     | 3         |
| ENG 232*  | American Literature II<br><b>OR</b>   | 3         | 0        | 0                     | 3         |
| MUS 110*  | Music Appreciation                    | 3         | 0        | 0                     | 3         |
| PHY 110*  | Conceptual Physics<br><b>AND</b>      | 3         | 0        | 0                     | 3         |
| PHY 110A*   | Conceptual Physics Lab<br><b>OR</b>   | 0         | 2        | 0                     | 1         |
| PHY 131   | Physics-Mechanics<br><b>OR</b>        | 3         | 2        | 0                     | 4         |
| PHY 151*  | College Physics I                     | 3         | 2        | 0                     | 4         |
| HIS 112*  | World Civilizations II                | 3         | 0        | 0                     | 3         |
|   |                                       | <b>12</b> | <b>5</b> | <b>0</b>              | <b>14</b> |
| <b>SUMMER SEMESTER (Second Year)</b>                      |                                       |           |          |                       |           |
| MAT 172*  | Precalculus Trigonometry<br><b>OR</b> | 3         | 2        | 0                     | 4         |
| Major Elective  |                                       |           |          |                       | 4         |
|   |                                       | <b>3</b>  | <b>2</b> | <b>0</b>              | <b>4</b>  |
| <b>MAJOR ELECTIVE LIST: (Select a minimum of 4 hours)</b> |                                       |           |          |                       |           |
| BIO 140**   | Environmental Biology                 | 3         | 0        | 0                     | 3         |
| BIO 140A**  | Environmental Biology Lab             | 0         | 3        | 0                     | 1         |
| WBL 111   | Work-Based Learning I                 | 0         | 0        | 10                    | 1         |
| WBL 112   | Work-Based Learning I                 | 0         | 0        | 20                    | 2         |
| WBL 113   | Work-Based Learning I                 | 0         | 0        | 30                    | 3         |
| WBL 115   | Work-Based Learning Seminar I         | 1         | 0        | 0                     | 1         |
| WBL 121   | Work-Based Learning II                | 0         | 0        | 10                    | 1         |
| WBL 122   | Work-Based Learning II                | 0         | 0        | 20                    | 2         |
| WBL 123   | Work-Based Learning II                | 0         | 0        | 30                    | 3         |
| WBL 131   | Work-Based Learning III               | 0         | 0        | 10                    | 1         |

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

**68-69**

[Note: Students planning to attend a four-year university may be advised to take the Chemistry sequence of CHM 151\* and CHM 152\* in lieu of CHM 131/131A and CHM 132 for transferability purposes.]

# BIOPROCESS TECHNOLOGY

(D50440)

## *Diploma*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  | Title                               | Class     | Lab       | Work Exp/ |  | Credits   |
|--|-------------------------------------|-----------|-----------|-----------|--|-----------|
| <b>FALL SEMESTER (First Year)</b>        |                                     |           |           |           |  |           |
| BIO 110*                                 | Principles of Biology<br>OR         | 3         | 3         | 0         |  | 4         |
| BIO 111*                                 | General Biology I                   | 3         | 3         | 0         |  | 4         |
| BPM 110                                  | Bioprocess Practices                | 3         | 4         | 0         |  | 5         |
| BPM 111                                  | Bioprocess Measurements             | 3         | 3         | 0         |  | 4         |
| PTC 110                                  | Industrial Environment              | 3         | 0         | 0         |  | 3         |
|  |                                     | <b>12</b> | <b>10</b> | <b>0</b>  |  | <b>16</b> |
| <b>SPRING SEMESTER (First Year)</b>      |                                     |           |           |           |  |           |
| BPM 112                                  | Upstream Bioprocessing              | 3         | 4         | 0         |  | 5         |
| BUS 270                                  | Professional Development            | 3         | 0         | 0         |  | 3         |
| CHM 131**                                | Introduction to Chemistry<br>AND    | 3         | 0         | 0         |  | 3         |
| CHM 131A**                               | Introduction to Chemistry Lab<br>OR | 0         | 3         | 0         |  | 1         |
| CHM 151*                                 | General Chemistry I                 | 3         | 3         | 0         |  | 4         |
| ENG 110                                  | Freshman Composition<br>OR          | 3         | 0         | 0         |  | 3         |
| ENG 111*                                 | Writing and Inquiry                 | 3         | 0         | 0         |  | 3         |
|  |                                     | <b>12</b> | <b>7</b>  | <b>0</b>  |  | <b>15</b> |
| <b>SUMMER SEMESTER (First Year)</b>      |                                     |           |           |           |  |           |
| BIO 275***                               | Microbiology                        | 3         | 3         | 0         |  | 4         |
| BPM 113                                  | Downstream Bioprocessing            | 3         | 3         | 0         |  | 4         |
|  |                                     | <b>6</b>  | <b>6</b>  | <b>0</b>  |  | <b>8</b>  |
| <b>TOTAL SEMESTER HOURS FOR DIPLOMA:</b> |                                     |           |           |           |  | <b>39</b> |

# BIOPROCESS TECHNOLOGY

(C50440C)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|   | Title                   | Class | Lab | Work Exp/ |  | Credits   |
|---|-------------------------|-------|-----|-----------|--|-----------|
| BIO 110*  | Principles of Biology   | 3     | 3   | 0         |  | 4         |
| BPM 110   | Bioprocess Practices    | 3     | 4   | 0         |  | 5         |
| BPM 111   | Bioprocess Measurements | 3     | 3   | 0         |  | 4         |
| PTC 110   | Industrial Environment  | 3     | 0   | 0         |  | 3         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE:</b> |                         |       |     |           |  | <b>16</b> |

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]



# BUSINESS ADMINISTRATION

(A25120)

## *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.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title  | Class     | Lab      | Clinical | Work Exp/<br>Credits |
|--|-----------|----------|----------|----------------------|
| <b>FALL SEMESTER (First Year)</b>  |           |          |          |                      |
| ACA 115  | 0         | 2        | 0        | 1                    |
| ACC 120***   | 3         | 2        | 0        | 4                    |
| BUS 110***   | 3         | 0        | 0        | 3                    |
| BUS 115***   | 3         | 0        | 0        | 3                    |
| BUS 121  | 2         | 2        | 0        | 3                    |
| CIS 110**  | 2         | 2        | 0        | 3                    |
| ENG 110  | 3         | 0        | 0        | 3                    |
| <b>OR</b>  |           |          |          |                      |
| ENG 111*   | 3         | 0        | 0        | 3                    |
|  | <b>16</b> | <b>8</b> | <b>0</b> | <b>20</b>            |
| <b>SPRING SEMESTER (First Year)</b>  |           |          |          |                      |
| ACC 121***   | 3         | 2        | 0        | 4                    |
| BUS 116  | 3         | 0        | 0        | 3                    |
| BUS 137***   | 3         | 0        | 0        | 3                    |
| ENG 112*   | 3         | 0        | 0        | 3                    |
| <b>OR</b>  |           |          |          |                      |
| ENG 116  | 3         | 0        | 0        | 3                    |
| LOG 110  | 3         | 0        | 0        | 3                    |
| Mathematics Elective   | 3         | 0        | 0        | 3/4                  |
| (MAT 110, MAT 143*, MAT 152*)  | <b>18</b> | <b>2</b> | <b>0</b> | <b>19/20</b>         |
| <b>FALL SEMESTER (Second Year)</b>   |           |          |          |                      |
| BUS 217  | 3         | 0        | 0        | 3                    |
| BUS 260  | 3         | 0        | 0        | 3                    |
| MKT 120  | 3         | 0        | 0        | 3                    |
| Economics Elective   | 3         | 0        | 0        | 3                    |
| (ECO 151**, ECO 251*, ECO 252*)  |           |          |          |                      |
| Social/Behavioral Science Elective   | 3         | 0        | 0        | 3                    |
| (HIS 111*, HIS 112*, HIS 131*, HIS 132*,<br>POL 120*, PSY 118, PSY 150*, SOC 210*) | <b>15</b> | <b>0</b> | <b>0</b> | <b>15</b>            |

| Title  | Class                     | Work Exp/ |          |          | Credits   |
|--|---------------------------|-----------|----------|----------|-----------|
|  |                           | Lab       | Clinical |          |           |
| <b>SPRING SEMESTER (Second Year)</b>   |                           |           |          |          |           |
| BUS 153  | Human Resource Management | 3         | 0        | 0        | 3         |
| BUS 225  | Business Finance          | 2         | 2        | 0        | 3         |
| CTS 130  | Spreadsheet               | 2         | 2        | 0        | 3         |
| Humanities/Fine Arts Elective  |                           | 3         | 0        | 0        | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**,<br>MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                           |           |          |          |           |
| Major Elective   |                           |           |          |          | 3         |
|  |                           | <b>10</b> | <b>4</b> | <b>0</b> | <b>15</b> |

**MAJOR ELECTIVE LIST: (Select a minimum of 3 hours)**

|           |                                 |   |   |    |   |
|-----------|---------------------------------|---|---|----|---|
| ACC 131   | Federal Income Taxes            | 2 | 2 | 0  | 3 |
| ACC 140   | Payroll Accounting              | 1 | 2 | 0  | 2 |
| ACC 150   | Accounting Software Application | 1 | 2 | 0  | 2 |
| ACC 225   | Cost Accounting                 | 3 | 0 | 0  | 3 |
| BUS 270   | Professional Development        | 3 | 0 | 0  | 3 |
| CIS 162   | MM Presentation Software        | 2 | 2 | 0  | 3 |
| OST 136   | Word Processing                 | 2 | 2 | 0  | 3 |
| SPA 111** | Elementary Spanish I            | 3 | 0 | 0  | 3 |
| WBL 111   | Work-Based Learning I           | 0 | 0 | 10 | 1 |
| WBL 112   | Work-Based Learning I           | 0 | 0 | 20 | 2 |
| WBL 121   | Work-Based Learning II          | 0 | 0 | 10 | 1 |
| WBL 122   | Work-Based Learning II          | 0 | 0 | 20 | 2 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 69-70**

## BUSINESS MANAGEMENT (C25120C) *Certificate*

### COURSE AND HOUR REQUIREMENTS

|            | Title                     | Class | Work Exp/ |          |  | Credits |
|------------|---------------------------|-------|-----------|----------|--|---------|
|            |                           |       | Lab       | Clinical |  |         |
| BUS 110*** | Introduction to Business  | 3     | 0         | 0        |  | 3       |
| BUS 115*** | Business Law I            | 3     | 0         | 0        |  | 3       |
| BUS 137*** | Principles of Management  | 3     | 0         | 0        |  | 3       |
| CIS 110**  | Introduction to Computers | 2     | 2         | 0        |  | 3       |
| MKT 120    | Principles of Marketing   | 3     | 0         | 0        |  | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 15**

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

## FRONT LINE MANAGEMENT (C25120F) *Certificate*

### COURSE AND HOUR REQUIREMENTS

|            | Title                              | Class | Work Exp/ |          |  | Credits |
|------------|------------------------------------|-------|-----------|----------|--|---------|
|            |                                    |       | Lab       | Clinical |  |         |
| ACC 120*** | Principles of Financial Accounting | 3     | 2         | 0        |  | 4       |
| BUS 110*** | Introduction to Business           | 3     | 0         | 0        |  | 3       |
| 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       |

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

# CARPENTRY

(D35180)

## *Diploma*

The Carpentry curriculum prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. This includes instruction in technical mathematics, framing, construction materials and selection, job estimating, print reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.

Course work includes instruction in sustainable building and design, print reading, building codes, estimating, construction materials and methods, and other topics related to design and construction occupations. This curriculum is designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

Graduates of this pathway should qualify for entry-level jobs in architectural, engineering, construction and trades professions as well as positions in industry and government.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title                           | Class     | Work Exp/ |          |           |
|-------------------------------------|---------------------------------|-----------|-----------|----------|-----------|
|                                     |                                 |           | Lab       | Clinical | Credits   |
| <b>FALL SEMESTER (First Year)</b>   |                                 |           |           |          |           |
| BPR 130                             | Print Reading - Construction    | 3         | 0         | 0        | 3         |
| CAR 111                             | Carpentry I                     | 3         | 15        | 0        | 8         |
| CAR 114                             | Residential Bldg Codes          | 3         | 0         | 0        | 3         |
| ENG 110                             | Freshman Composition            | 3         | 0         | 0        | 3         |
|                                     |                                 | <b>12</b> | <b>15</b> | <b>0</b> | <b>17</b> |
| <b>SPRING SEMESTER (First Year)</b> |                                 |           |           |          |           |
| CAR 112                             | Carpentry II                    | 3         | 15        | 0        | 8         |
| CAR 113                             | Carpentry III                   | 3         | 9         | 0        | 6         |
| CAR 115                             | Residential Planning/Estimating | 3         | 0         | 0        | 3         |
| MAT 110                             | Math Measurement & Literacy     | 2         | 2         | 0        | 3         |
|                                     |                                 | <b>11</b> | <b>26</b> | <b>0</b> | <b>20</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:** 37

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# RESIDENTIAL FOUNDATIONS & FRAMING

(C35180R)  
*Certificate*

## COURSE AND HOUR REQUIREMENTS

|         | Title                           | Class | Work Exp/ |          |  | Credits |
|---------|---------------------------------|-------|-----------|----------|--|---------|
|         |                                 |       | Lab       | Clinical |  |         |
| BPR 130 | Print Reading - Construction    | 3     | 0         | 0        |  | 3       |
| CAR 111 | Carpentry I                     | 3     | 15        | 0        |  | 8       |
| CAR 115 | Residential Planning/Estimating | 3     | 0         | 0        |  | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE:            14**

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# COMPUTED TOMOGRAPHY

(C45200A)

## *Certificate*

The Computed Tomography Technology curriculum prepares students to use specialized equipment to visualize cross-sectional anatomical structures and aid physicians in the demonstration of pathologies and disease processes. Individuals entering this curriculum must be registered or registry-eligible by the American Registry of Radiologic Technologists (ARRT) in radiography, radiation therapy, or nuclear medicine technology. Nuclear medicine technology applicants may also be registered or registry eligible by the Nuclear Medicine Technology Certification Board (NMTCB).

Course work prepares the technologist to provide patient care and perform studies utilizing imaging equipment, professional communication, and quality assurance in scheduled and emergency procedures through academic and clinical studies.

Graduates may be eligible to sit for the American Registry of Radiologic Technologist Advanced-Level testing in Computed Tomography. They may find employment in facilities which perform these imaging procedures.

ECC is approved by the North Carolina Community College System to offer the Computed Tomography Technology Curriculum. ECC has entered into a Level III Instructional Service Agreement with Johnston Community College and Vance-Granville Community College to better meet the needs of health care facilities across eastern North Carolina. This collaborative program is referred to as the Eastern North Carolina Consortium of Computed Tomography and Magnetic Resonance Imaging program. Each semester the curriculum is offered through ECC and taught at one or more of the colleges within the Consortium.

In all health sciences programs, students are assigned clinical rotations with area health care agencies. The student must meet employee health standards and the criminal background and/or drug screening requirements of the agency at the student's expense prior to or at any time after beginning the program.

### COURSE AND HOUR REQUIREMENTS

|         | Title                  | Class | Work Exp/ |          | Credits |
|---------|------------------------|-------|-----------|----------|---------|
|         |                        |       | Lab       | Clinical |         |
| CAT 210 | CT Physics & Equipment | 3     | 0         | 0        | 3       |
| CAT 211 | CT Procedures          | 4     | 0         | 0        | 4       |
| CAT 231 | CT Clinical Practicum  | 0     | 0         | 33       | 11      |

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

*Note: Certificate is awarded by Edgecombe Community College*

# COSMETOLOGY

(D55140)

## Diploma

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

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

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

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title                              | Class      | Lab         | Work Exp/ |              |
|---|------------------------------------|------------|-------------|-----------|--------------|
|   |                                    |            |             | Clinical  | Credits      |
| <b>FALL SEMESTER (First Year)</b>   |                                    |            |             |           |              |
| ACA 115   | Success & Study Skills             | 0          | 2           | 0         | 1            |
| COS 111   | Cosmetology Concepts I             | 4          | 0           | 0         | 4            |
| COS 112   | Salon I                            | 0          | 24          | 0         | 8            |
|   |                                    | <b>4</b>   | <b>26</b>   | <b>0</b>  | <b>13</b>    |
| <b>SPRING SEMESTER (First Year)</b>   |                                    |            |             |           |              |
| COS 113   | Cosmetology Concepts II            | 4          | 0           | 0         | 4            |
| COS 114   | Salon II                           | 0          | 24          | 0         | 8            |
| ENG 110   | Freshman Composition               | 3          | 0           | 0         | 3            |
|   | <b>OR</b>                          |            |             |           |              |
| ENG 111*  | Writing and Inquiry                | 3          | 0           | 0         | 3            |
|   |                                    | <b>7</b>   | <b>24</b>   | <b>0</b>  | <b>15</b>    |
| <b>SUMMER SEMESTER (First Year)</b>   |                                    |            |             |           |              |
| COS 115   | Cosmetology Concepts III           | 4          | 0           | 0         | 4            |
| COS 116   | Salon III                          | 0          | 12          | 0         | 4            |
|   |                                    | <b>4</b>   | <b>12</b>   | <b>0</b>  | <b>8</b>     |
| <b>FALL SEMESTER (Second Year)</b>  |                                    |            |             |           |              |
| COS 117   | Cosmetology Concepts IV            | 2          | 0           | 0         | 2            |
| COS 118   | Salon IV                           | 0          | 21          | 0         | 7            |
|   | <b>OR</b>                          |            |             |           |              |
| COS 223   | Contemp Hair Coloring              | 1          | 3           | 0         | 2            |
|   | Social/Behavioral Science Elective | 3          | 0           | 0         | 3            |
| (ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                    |            |             |           |              |
|   |                                    | <b>5/6</b> | <b>3/21</b> | <b>0</b>  | <b>7/12</b>  |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>   |                                    |            |             |           | <b>43-48</b> |

# COSMETOLOGY

(C55140C)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|   | Title                    | Class    | Work Exp/ |          |           |
|---|--------------------------|----------|-----------|----------|-----------|
|   |                          |          | Lab       | Clinical | Credits   |
| <b>FALL SEMESTER (First Year)</b>                     |                          |          |           |          |           |
| COS 111   | Cosmetology Concepts I   | 4        | 0         | 0        | 4         |
| COS 112   | Salon I                  | 0        | 24        | 0        | 8         |
|   |                          | <b>4</b> | <b>24</b> | <b>0</b> | <b>12</b> |
| <b>SPRING SEMESTER (First Year)</b>                   |                          |          |           |          |           |
| COS 113   | Cosmetology Concepts II  | 4        | 0         | 0        | 4         |
| COS 114   | Salon II                 | 0        | 24        | 0        | 8         |
|   |                          | <b>4</b> | <b>24</b> | <b>0</b> | <b>12</b> |
| <b>SUMMER SEMESTER (First Year)</b>                   |                          |          |           |          |           |
| COS 115   | Cosmetology Concepts III | 4        | 0         | 0        | 4         |
| COS 116   | Salon III                | 0        | 12        | 0        | 4         |
|   |                          | <b>4</b> | <b>12</b> | <b>0</b> | <b>8</b>  |
| <b>FALL SEMESTER (Second Year)</b>                    |                          |          |           |          |           |
| COS 223   | Contemp Hair Coloring    | 1        | 3         | 0        | 2         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE:</b> |                          |          |           |          |           |
| <b>34</b>   |                          |          |           |          |           |

[Note: The cosmetology certificate program will only qualify students for the 1200 hour state apprenticeship license which per the NC State Board of Cosmetology requires that the licensed apprentice practice art under a fully licensed Cosmetologist for a specified amount of time before becoming eligible to be fully licensed.]

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]



# COSMETOLOGY INSTRUCTOR

(C55160)

## *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.

*Enrollment in this program is restricted in accordance with regulations set forth by the North Carolina Board of Cosmetic Art Examiners.*

### COURSE AND HOUR REQUIREMENTS

|                                     | Title                   | Class    | Work Exp/ |          |           | Credits |
|-------------------------------------|-------------------------|----------|-----------|----------|-----------|---------|
|                                     |                         |          | Lab       | Clinical | Credits   |         |
| <b>FALL SEMESTER (First Year)</b>   |                         |          |           |          |           |         |
| COS 271                             | Instructor Concepts I   | 5        | 0         | 0        | 5         |         |
| COS 272                             | Instructor Practicum I  | 0        | 21        | 0        | 7         |         |
|                                     |                         | <b>5</b> | <b>21</b> | <b>0</b> | <b>12</b> |         |
| <b>SPRING SEMESTER (First Year)</b> |                         |          |           |          |           |         |
| COS 273                             | Instructor Concepts II  | 5        | 0         | 0        | 5         |         |
| COS 274                             | Instructor Practicum II | 0        | 21        | 0        | 7         |         |
|                                     |                         | <b>5</b> | <b>21</b> | <b>0</b> | <b>12</b> |         |

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

[**Note:** Qualifying student must hold a current and valid Cosmetology License with six months of experience as a licensed Cosmetologist.]

# CRIMINAL JUSTICE TECHNOLOGY

(A55180)

## *Associate in Applied Science Degree*

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

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

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

*Students who have successfully completed CJC-100 or CJC-3938 Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriff's Education and Training Standards Commission within 10 years prior to application and passed the Commission's comprehensive certificate examination may receive up to 19 hours credit towards the Associate in Applied Science degree in Criminal Justice Technology. Students may receive credit for the following courses: CJC 131, CJC 132, CJC 151, CJC 212, CJC 221, and CJC 231. For students entering the Criminal Justice Technology curriculum program who completed the BLET curriculum at a non NCCCS institution or greater than 10 years prior to application, course credit will be evaluated on a case-by-case basis.*

*For employability reasons, the Criminal Justice Technology program recommends that students entering the Criminal Justice Technology program are U.S. citizens and have not committed or been convicted of any felony, and have not committed or been convicted of four or more crimes defined as Class A or B misdemeanors.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                   | Title                            | Class     | Work Exp/ |          |           |
|-----------------------------------|----------------------------------|-----------|-----------|----------|-----------|
|                                   |                                  |           | Lab       | Clinical | Credits   |
| <b>FALL SEMESTER (First Year)</b> |                                  |           |           |          |           |
| ACA 115                           | Success & Study Skills           | 0         | 2         | 0        | 1         |
| CJC 111***                        | Introduction to Criminal Justice | 3         | 0         | 0        | 3         |
| CJC 121***                        | Law Enforcement Operations       | 3         | 0         | 0        | 3         |
| CJC 141***                        | Corrections                      | 3         | 0         | 0        | 3         |
| ENG 110                           | Freshman Composition             | 3         | 0         | 0        | 3         |
|                                   | <b>OR</b>                        |           |           |          |           |
| ENG 111*                          | Writing and Inquiry              | 3         | 0         | 0        | 3         |
| Major Elective                    |                                  |           |           |          | 3         |
|                                   |                                  | <b>12</b> | <b>2</b>  | <b>0</b> | <b>16</b> |

| Title                               | Class                        | Work Exp/ |          |          | Credits   |
|-------------------------------------|------------------------------|-----------|----------|----------|-----------|
|                                     |                              | Lab       | Clinical |          |           |
| <b>SPRING SEMESTER (First Year)</b> |                              |           |          |          |           |
| CIS 110**                           | Introduction to Computers    | 2         | 2        | 0        | 3         |
| CJC 112                             | Criminology                  | 3         | 0        | 0        | 3         |
| CJC 113                             | Juvenile Justice             | 3         | 0        | 0        | 3         |
| CJC 131                             | Criminal Law                 | 3         | 0        | 0        | 3         |
| ENG 112*                            | Writing/Research in the Disc | 3         | 0        | 0        | 3         |
| <b>OR</b>                           |                              |           |          |          |           |
| ENG 116                             | Technical Report Writing     | 3         | 0        | 0        | 3         |
| Major Elective                      |                              |           |          |          | 3         |
|                                     |                              | <b>14</b> | <b>2</b> | <b>0</b> | <b>18</b> |

#### FALL SEMESTER (Second Year)

|   |                                 |           |          |          |           |
|---|---------------------------------|-----------|----------|----------|-----------|
| CJC 151   | Introduction to Loss Prevention | 3         | 0        | 0        | 3         |
| CJC 221   | Investigative Principles        | 3         | 2        | 0        | 4         |
| CJC 231   | Constitutional Law              | 3         | 0        | 0        | 3         |
| Humanities/Fine Arts Elective   |                                 | 3         | 0        | 0        | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)          |                                 |           |          |          |           |
| Social/Behavioral Science Elective  |                                 | 3         | 0        | 0        | 3         |
| (ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                 |           |          |          |           |
|   |                                 | <b>15</b> | <b>2</b> | <b>0</b> | <b>16</b> |

#### SPRING SEMESTER (Second Year)

|   |                              |          |          |          |              |
|---|------------------------------|----------|----------|----------|--------------|
| CJC 212   | Ethics & Community Relations | 3        | 0        | 0        | 3            |
| CJC 241   | Community-Based Corrections  | 3        | 0        | 0        | 3            |
| Natural Science/Mathematics Elective                        |                              |          |          |          | 3/4          |
| (BIO 110*, BIO 111*, BIO 140**, BIO 160, MAT 110, MAT 143*) |                              |          |          |          |              |
| Major Elective  |                              |          |          |          | 3            |
| Major Elective  |                              |          |          |          | 3            |
| Major Elective  |                              |          |          |          | 1            |
|   |                              | <b>6</b> | <b>0</b> | <b>0</b> | <b>16/17</b> |

#### MAJOR ELECTIVES: (Select a minimum of 13 hours)

|            |                              |   |   |    |   |
|------------|------------------------------|---|---|----|---|
| BIO 140A** | Environmental Biology Lab    | 0 | 3 | 0  | 1 |
| BUS 270    | Professional Development     | 3 | 0 | 0  | 3 |
| CJC 122    | Community Policing           | 3 | 0 | 0  | 3 |
| CJC 132    | Court Procedure & Evidence   | 3 | 0 | 0  | 3 |
| CJC 160    | Terrorism: Underlying Issues | 3 | 0 | 0  | 3 |
| CJC 214    | Victimology                  | 3 | 0 | 0  | 3 |
| CJC 225    | Crisis Intervention          | 3 | 0 | 0  | 3 |
| HEA 110*** | Personal Health/Wellness     | 3 | 0 | 0  | 3 |
| SOC 242*** | Sociology of Deviance        | 3 | 0 | 0  | 3 |
| SPA 120    | Spanish in the Workplace     | 3 | 0 | 0  | 3 |
| WBL 111    | Work-Based Learning I        | 0 | 0 | 10 | 1 |
| WBL 112    | Work-Based Learning I        | 0 | 0 | 20 | 2 |
| WBL 121    | Work-Based Learning II       | 0 | 0 | 10 | 1 |
| WBL 122    | Work-Based Learning II       | 0 | 0 | 20 | 2 |
| WBL 131    | Work-Based Learning III      | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 66-67**

# CRIMINAL JUSTICE AND SPECIAL POPULATIONS

(C55180C)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

| Credits | Title                            | Class | Work Exp/ |          |   |
|---------|----------------------------------|-------|-----------|----------|---|
|         |                                  |       | Lab       | Clinical |   |
| 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 221 | Investigative Principles         | 3     | 2         | 0        | 4 |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 13**

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# CULINARY ARTS

(A55150)

## *Associate in Applied Science Degree*

The Culinary Arts curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice, and health care facilities.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef.

American Culinary Federation certification is available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or foodservice manager.

*To participate in any of the college's Culinary Arts courses, each student, with or without reasonable accommodations, must be able to safely and effectively*

- *Attend and participate in laboratory and production classes of up to 8 hours in length.*
- *Lift and transport items up to 50 lbs.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title   | Class     | Lab       | Work Exp/<br>Clinical Credits |              |
|---|-----------|-----------|-------------------------------|--------------|
| <b>FALL SEMESTER (First Year)</b>   |           |           |                               |              |
| ACA 115   | 0         | 2         | 0                             | 1            |
| CUL 110   | 2         | 0         | 0                             | 2            |
| CUL 140   | 2         | 6         | 0                             | 5            |
| CUL 160   | 1         | 4         | 0                             | 3            |
| ENG 110   | 3         | 0         | 0                             | 3            |
| <b>OR</b>   |           |           |                               |              |
| ENG 111*  | 3         | 0         | 0                             | 3            |
| Humanities/Fine Arts Elective   | 3         | 0         | 0                             | 3            |
| <small>(ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)</small> |           |           |                               |              |
|   | <b>11</b> | <b>12</b> | <b>0</b>                      | <b>17</b>    |
| <b>SPRING SEMESTER (First Year)</b>   |           |           |                               |              |
| CUL 112   | 3         | 0         | 0                             | 3            |
| CUL 120   | 2         | 0         | 0                             | 2            |
| CUL 135   | 2         | 0         | 0                             | 2            |
| CUL 135A  | 0         | 2         | 0                             | 1            |
| CUL 170   | 1         | 4         | 0                             | 3            |
| CUL 170A  | 0         | 3         | 0                             | 1            |
| Mathematics Elective  |           |           |                               | 3/4          |
| <small>(MAT 110, MAT 143*, MAT 152*)</small>  |           |           |                               |              |
|   | <b>8</b>  | <b>9</b>  | <b>0</b>                      | <b>15/16</b> |

|  | Title  | Class    | Work Exp/ |           |              | Credits |
|--|--|----------|-----------|-----------|--------------|---------|
|  |  |          | Lab       | Clinical  |              |         |
| <b>FALL SEMESTER (Second Year)</b>   |  |          |           |           |              |         |
| CUL 230  | Global Cuisines                              | 1        | 8         | 0         | 5            |         |
| CUL 240  | Culinary Skills II                           | 1        | 8         | 0         | 5            |         |
| CUL 280  | Pastry and Confections                       | 1        | 4         | 0         | 3            |         |
| ENG 112*   | Writing & Research in the Disc.<br><b>OR</b> | 3        | 0         | 0         | 3            |         |
| ENG 116  | Technical Report Writing                     | 3        | 0         | 0         | 3            |         |
| WBL 111  | Work-Based Learning I                        | 0        | 0         | 10        | 1            |         |
|  |  | <b>6</b> | <b>20</b> | <b>10</b> | <b>17</b>    |         |
| <b>SPRING SEMESTER (Second Year)</b>   |  |          |           |           |              |         |
| CUL 250  | Classical Cuisine                            | 1        | 8         | 0         | 5            |         |
| CUL 260  | Baking II                                    | 1        | 4         | 0         | 3            |         |
| HRM 245  | Human Resource Mgmt-Hosp                     | 3        | 0         | 0         | 3            |         |
| WBL 121  | Work-Based Learning II                       | 0        | 0         | 10        | 1            |         |
| Social/Behavioral Science Elective   |  | 3        | 0         | 0         | 3            |         |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |  |          |           |           |              |         |
|  |  | <b>8</b> | <b>12</b> | <b>10</b> | <b>15</b>    |         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>  |  |          |           |           | <b>64/65</b> |         |

# BASIC BAKING

(C55150C)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|         | Title                     | Class | Work Exp/ |          |   | Credits |
|---------|---------------------------|-------|-----------|----------|---|---------|
|         |                           |       | Lab       | Clinical |   |         |
| CUL 110 | Sanitation & Safety       | 2     | 0         | 0        | 2 |         |
| CUL 135 | Food and Beverage Service | 2     | 0         | 0        | 2 |         |
| CUL 140 | Culinary Skills I         | 2     | 6         | 0        | 5 |         |
| CUL 160 | Baking I                  | 1     | 4         | 0        | 3 |         |
| CUL 260 | Baking II                 | 1     | 4         | 0        | 3 |         |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 15**

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# RESTAURANT HOSPITALITY

(C55150R)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|         | Title                     | Class | Work Exp/ |          |   | Credits |
|---------|---------------------------|-------|-----------|----------|---|---------|
|         |                           |       | Lab       | Clinical |   |         |
| CUL 110 | Sanitation & Safety       | 2     | 0         | 0        | 2 |         |
| CUL 120 | Purchasing                | 2     | 0         | 0        | 2 |         |
| CUL 135 | Food and Beverage Service | 2     | 0         | 0        | 2 |         |
| CUL 140 | Culinary Skills I         | 2     | 6         | 0        | 5 |         |
| HRM 245 | Human Resource Mgmt-Hosp  | 3     | 0         | 0        | 3 |         |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 14**

# EARLY CHILDHOOD EDUCATION

## Transfer Track

(A55220)

### *Associate in Applied Science Degree*

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs; preschools; public and private schools; recreational centers; Head Start Programs; and school-age programs.

#### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title  | Class     | Lab      | Work Exp/<br>Clinical Credits |           |
|--|-----------|----------|-------------------------------|-----------|
| <b>FALL SEMESTER (First Year)</b>                                      |           |          |                               |           |
| ACA 122*** College Transfer Success                                    | 0         | 2        | 0                             | 1         |
| EDU 119 Intro to Early Childhood Education                             | 4         | 0        | 0                             | 4         |
| EDU 144 Child Development I  | 3         | 0        | 0                             | 3         |
| EDU 146 Child Guidance   | 3         | 0        | 0                             | 3         |
| ENG 111* Writing and Inquiry   | 3         | 0        | 0                             | 3         |
| MAT 143* Quantitative Literacy   | 2         | 2        | 0                             | 3         |
|  | <b>15</b> | <b>4</b> | <b>0</b>                      | <b>17</b> |
| <b>SPRING SEMESTER (First Year)</b>                                    |           |          |                               |           |
| BIO 110* Principles of Biology   | 3         | 3        | 0                             | 4         |
| EDU 131 Child, Family, & Community                                     | 3         | 0        | 0                             | 3         |
| EDU 145 Child Development II   | 3         | 0        | 0                             | 3         |
| EDU 151 Creative Activities  | 3         | 0        | 0                             | 3         |
| EDU 234 Infants, Toddlers, and Twos                                    | 3         | 0        | 0                             | 3         |
| ENG 112* Writing/Research in the Disc                                  | 3         | 0        | 0                             | 3         |
|  | <b>18</b> | <b>3</b> | <b>0</b>                      | <b>19</b> |
| <b>SUMMER SEMESTER (First Year)</b>                                    |           |          |                               |           |
| PSY 150* General Psychology  | 3         | 0        | 0                             | 3         |
| SOC 210* Introduction to Sociology                                     | 3         | 0        | 0                             | 3         |
| Humanities/Fine Arts Elective  | 3         | 0        | 0                             | 3         |
| (ART 111*, ART 114*, ART 115*, MUS 110*, MUS 112*, PHI 215*, PHI 240*) | <b>9</b>  | <b>0</b> | <b>0</b>                      | <b>9</b>  |



|   |                                | Work Exp/ |           |          |           |
|---|--------------------------------|-----------|-----------|----------|-----------|
|   | Title                          | Class     | Lab       | Clinical | Credits   |
| <b>FALL SEMESTER (Second Year)</b>                      |                                |           |           |          |           |
| COM 231*  | Public Speaking                | 3         | 0         | 0        | 3         |
| EDU 153   | Health, Safety & Nutrition     | 3         | 0         | 0        | 3         |
| EDU 221***  | Children with Exceptionalities | 3         | 0         | 0        | 3         |
| EDU 259   | Curriculum Planning            | 3         | 0         | 0        | 3         |
| EDU 216**   | Foundations of Education       | 3         | 0         | 0        | 3         |
| <b>OR</b>   |                                |           |           |          |           |
| EDU 261   | Administration I               | 3         | 0         | 0        | 3         |
|   |                                | <b>15</b> | <b>0</b>  | <b>0</b> | <b>15</b> |
| <b>SPRING SEMESTER (Second Year)</b>                    |                                |           |           |          |           |
| EDU 250   | Teacher Licensure Preparation  | 3         | 0         | 0        | 3         |
| <b>OR</b>   |                                |           |           |          |           |
| EDU 262   | Administration II              | 3         | 0         | 0        | 3         |
| EDU 280   | Language & Literacy Experience | 3         | 0         | 0        | 3         |
| EDU 284   | Early Child Capstone Practicum | 1         | 9         | 0        | 4         |
| <b>(Criminal History Check required for EDU 284)</b>    |                                |           |           |          |           |
| GEL 111*  | Geology                        | 3         | 2         | 0        | 4         |
|   |                                | <b>10</b> | <b>11</b> | <b>0</b> | <b>14</b> |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b> |                                |           |           |          | <b>74</b> |

# EARLY CHILDHOOD EDUCATION Local Track

(A55220N)

## *Associate in Applied Science Degree*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title  | Class     | Lab      | Work Exp/<br>Clinical | Credits     |
|-------------------------------------|--|-----------|----------|-----------------------|-------------|
| <b>FALL SEMESTER (First Year)</b>   |  |           |          |                       |             |
| ACA 115                             | Success & Study Skills   | 0         | 2        | 0                     | 1           |
| EDU 119                             | Intro to Early Childhood Education   | 4         | 0        | 0                     | 4           |
| EDU 144                             | Child Development I  | 3         | 0        | 0                     | 3           |
| EDU 146                             | Child Guidance   | 3         | 0        | 0                     | 3           |
| ENG 110                             | Freshman Composition   | 3         | 0        | 0                     | 3           |
| <b>OR</b>                           |  |           |          |                       |             |
| ENG 111*                            | Writing and Inquiry  | 3         | 0        | 0                     | 3           |
|                                     |  | <b>13</b> | <b>2</b> | <b>0</b>              | <b>14</b>   |
| <br>                                |  |           |          |                       |             |
| <b>SPRING SEMESTER (First Year)</b> |  |           |          |                       |             |
| COM 231*                            | Public Speaking  | 3         | 0        | 0                     | 3           |
| <b>OR</b>                           |  |           |          |                       |             |
| ENG 112*                            | Writing/Research in the Disc   | 3         | 0        | 0                     | 3           |
| <b>OR</b>                           |  |           |          |                       |             |
| ENG 116                             | Technical Report Writing   | 3         | 0        | 0                     | 3           |
| EDU 131                             | Child, Family, & Community   | 3         | 0        | 0                     | 3           |
| EDU 145                             | Child Development II   | 3         | 0        | 0                     | 3           |
| EDU 151                             | Creative Activities  | 3         | 0        | 0                     | 3           |
| EDU 234                             | Infants, Toddlers, and Twos  | 3         | 0        | 0                     | 3           |
|                                     |  | <b>15</b> | <b>0</b> | <b>0</b>              | <b>15</b>   |
| <br>                                |  |           |          |                       |             |
| <b>SUMMER SEMESTER (First Year)</b> |  |           |          |                       |             |
|                                     | Humanities/Fine Arts Elective  | 3         | 0        | 0                     | 3           |
|                                     | <small>(ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, HUM 122**, HUM 150**, MUS 110*, PHI 215*, PHI 240*)</small> |           |          |                       |             |
|                                     | Natural Science/Mathematics Elective   |           |          |                       | 3/4         |
|                                     | <small>(BIO 110*, BIO 140**, GEL 111*, MAT 110, MAT 143*, MAT 152*)</small>  |           |          |                       |             |
|                                     | Selected Track Course  |           |          |                       | 3           |
|                                     |  | <b>3</b>  | <b>0</b> | <b>0</b>              | <b>9/10</b> |
| <br>                                |  |           |          |                       |             |
| <b>FALL SEMESTER (Second Year)</b>  |  |           |          |                       |             |
| EDU 153                             | Health, Safety & Nutrition   | 3         | 0        | 0                     | 3           |
| EDU 221***                          | Children with Exceptionalities   | 3         | 0        | 0                     | 3           |
| EDU 259                             | Curriculum Planning  | 3         | 0        | 0                     | 3           |
|                                     | Social/Behavioral Science Elective   | 3         | 0        | 0                     | 3           |
|                                     | <small>(HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*)</small>                                   |           |          |                       |             |
|                                     | Selected Track Course  |           |          |                       | 3           |
|                                     |  | <b>12</b> | <b>0</b> | <b>0</b>              | <b>15</b>   |

| Title  | Class                          | Work Exp/ |          |          | Credits   |
|--|--------------------------------|-----------|----------|----------|-----------|
|  |                                | Lab       | Clinical |          |           |
| <b>SPRING SEMESTER (Second Year)</b>                 |                                |           |          |          |           |
| EDU 280  | Language & Literacy Experience | 3         | 0        | 0        | 3         |
| EDU 284  | Early Child Capstone Practicum | 1         | 9        | 0        | 4         |
| <b>(Criminal History Check required for EDU 284)</b> |                                |           |          |          |           |
| EDU 287  | Leadership/ECE                 | 3         | 0        | 0        | 3         |
| Selected Track Course                                |                                |           |          |          | 3         |
|  |                                | <b>7</b>  | <b>9</b> | <b>0</b> | <b>13</b> |

**OTHER REQUIRED HOURS: (Select 9 hours from one track)**

**I. General Early Childhood Track:**

|         |                                 |   |   |   |   |
|---------|---------------------------------|---|---|---|---|
| EDU 152 | Music, Movement & Language      | 3 | 0 | 0 | 3 |
| EDU 162 | Observation & Assessment in ECE | 3 | 0 | 0 | 3 |
| EDU 251 | Exploration Activities          | 3 | 0 | 0 | 3 |
| EDU 271 | Educational Technology          | 2 | 2 | 0 | 3 |

**II. Administration Track:**

|         |                              |   |   |   |   |
|---------|------------------------------|---|---|---|---|
| BUS 217 | Employment Law & Regulations | 3 | 0 | 0 | 3 |
| EDU 261 | Administration I             | 3 | 0 | 0 | 3 |
| EDU 262 | Administration II            | 3 | 0 | 0 | 3 |

**III. Special Education Track:**

|         |  |   |   |   |   |
|---------|--|---|---|---|---|
| EDU 154 | Social/Emotional/Behavior Development  | 3 | 0 | 0 | 3 |
| EDU 220 | Program Policies in Early Intervention | 3 | 0 | 0 | 3 |
| EDU 248 | Developmental Delays                   | 3 | 0 | 0 | 3 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 66/67**

# EARLY CHILDHOOD EDUCATION

(D55220)

## *Diploma*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title   | Class     | Lab      | Work Exp/<br>Clinical | Credit    |
|---|---|-----------|----------|-----------------------|-----------|
| <b>FALL SEMESTER (First Year)</b>                 |   |           |          |                       |           |
| EDU 119   | Intro to Early Childhood Education  | 4         | 0        | 0                     | 4         |
| EDU 144   | Child Development I   | 3         | 0        | 0                     | 3         |
| EDU 146   | Child Guidance  | 3         | 0        | 0                     | 3         |
| EDU 153   | Health, Safety & Nutrition  | 3         | 0        | 0                     | 3         |
| ENG 110   | Freshman Composition  | 3         | 0        | 0                     | 3         |
|   |   | <b>16</b> | <b>0</b> | <b>0</b>              | <b>16</b> |
| <b>SPRING SEMESTER (First Year)</b>               |   |           |          |                       |           |
| EDU 145   | Child Development II  | 3         | 0        | 0                     | 3         |
| EDU 151   | Creative Activities   | 3         | 0        | 0                     | 3         |
| EDU 280   | Language & Literacy Experience  | 3         | 0        | 0                     | 3         |
| PSY 118   | Interpersonal Psychology  | 3         | 0        | 0                     | 3         |
|   |   | <b>12</b> | <b>0</b> | <b>0</b>              | <b>12</b> |
| <b>SUMMER SEMESTER (First Year)</b>               |   |           |          |                       |           |
| EDU 131   | Child, Family, & Community  | 3         | 0        | 0                     | 3         |
| <b>FALL SEMESTER (Second Year)</b>                |   |           |          |                       |           |
| EDU 221***  | Children with Exceptionalities  | 3         | 0        | 0                     | 3         |
| EDU 259   | Curriculum Planning   | 3         | 0        | 0                     | 3         |
| EDU 284   | Early Child Capstone Prac   | 1         | 9        | 0                     | 4         |
|   | <b>(Criminal History Check required before beginning Practicum hours)</b> | <b>7</b>  | <b>9</b> | <b>0</b>              | <b>10</b> |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b> |   |           |          |                       | <b>41</b> |

# EARLY CHILDHOOD EDUCATION

## ADMINISTRATION CERTIFICATE

(C55220A)

### COURSE AND HOUR REQUIREMENTS

|   | Title                              | Class | Lab | Work Exp/<br>Clinical | Credits   |
|---|------------------------------------|-------|-----|-----------------------|-----------|
| EDU 119   | Intro to Early Childhood Education | 4     | 0   | 0                     | 4         |
| EDU 144   | Child Development I                | 3     | 0   | 0                     | 3         |
| EDU 145   | Child Development II               | 3     | 0   | 0                     | 3         |
| EDU 261   | Administration I                   | 3     | 0   | 0                     | 3         |
| EDU 262   | Administration II                  | 3     | 0   | 0                     | 3         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE:</b> |                                    |       |     |                       | <b>16</b> |

# GENERAL EDUCATION CERTIFICATE

(C55220C)

## COURSE AND HOUR REQUIREMENTS

|         | Title                              | Class | Work Exp/ |          |   | Credits |
|---------|------------------------------------|-------|-----------|----------|---|---------|
|         |                                    |       | Lab       | Clinical |   |         |
| EDU 119 | Intro to Early Childhood Education | 4     | 0         | 0        | 4 |         |
| 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 |         |

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

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# SPECIAL NEEDS CERTIFICATE

(C55220S)

## COURSE AND HOUR REQUIREMENTS

|  | Title                                  | Class | Work Exp/ |          |   | Credits |
|--|--|-------|-----------|----------|---|---------|
|  |  |       | Lab       | Clinical |   |         |
| EDU 119  | Intro to Early Childhood Education     | 4     | 0         | 0        | 4 |         |
| EDU 144  | Child Development I                    | 3     | 0         | 0        | 3 |         |
| EDU 145  | Child Development II                   | 3     | 0         | 0        | 3 |         |
| EDU 221***   | Children with Exceptionalities         | 3     | 0         | 0        | 3 |         |
| <b>(Select <u>one</u> course from the following)</b> |  |       |           |          |   |         |
| EDU 154  | Social/Emotional/Behavior Development  | 3     | 0         | 0        | 3 |         |
| EDU 220  | Program Policies in Early Intervention | 3     | 0         | 0        | 3 |         |
| EDU 223  | Specific Learning Disabilities         | 3     | 0         | 0        | 3 |         |
| EDU 247  | Sensory & Physical Disabilities        | 3     | 0         | 0        | 3 |         |
| EDU 248  | Developmental Delays                   | 3     | 0         | 0        | 3 |         |

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

# ELECTRICAL SYSTEMS TECHNOLOGY

(D35130)

## Diploma

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

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

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

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title                       | Class     | Lab       | Work Exp/ |  | Credits   |
|---|-----------------------------|-----------|-----------|-----------|--|-----------|
|   |                             |           |           | Clinical  |  |           |
| <b>FALL SEMESTER (First Year)</b>                         |                             |           |           |           |  |           |
| ELC 112   | DC/AC Electricity           | 3         | 6         | 0         |  | 5         |
| ELC 113   | Residential Wiring          | 2         | 6         | 0         |  | 4         |
| ELC 118   | National Electrical Code    | 1         | 2         | 0         |  | 2         |
| ELC 125   | Diagrams and Schematics     | 1         | 2         | 0         |  | 2         |
| ENG 110   | Freshman Composition        | 3         | 0         | 0         |  | 3         |
| MAT 110   | Math Measurement & Literacy | 2         | 2         | 0         |  | 3         |
|   |                             | <b>12</b> | <b>18</b> | <b>0</b>  |  | <b>19</b> |
| <b>SPRING SEMESTER (First Year)</b>                       |                             |           |           |           |  |           |
| ELC 115   | Industrial Wiring           | 2         | 6         | 0         |  | 4         |
| ELC 117   | Motors and Controls         | 2         | 6         | 0         |  | 4         |
| ELC 128   | Introduction to PLC         | 2         | 3         | 0         |  | 3         |
| ELC 215   | Electrical Maintenance      | 2         | 3         | 0         |  | 3         |
| ELN 229   | Industrial Electronics      | 3         | 3         | 0         |  | 4         |
|   |                             | <b>11</b> | <b>21</b> | <b>0</b>  |  | <b>18</b> |
| <b>SUMMER SEMESTER (First Year)</b>                       |                             |           |           |           |  |           |
|   | Major Elective              |           |           |           |  | 2         |
| <b>MAJOR ELECTIVE LIST: (Select a minimum of 2 hours)</b> |                             |           |           |           |  |           |
| BPR 111   | Print Reading               | 1         | 2         | 0         |  | 2         |
| BUS 110***  | Introduction to Business    | 3         | 0         | 0         |  | 3         |
| CIS 110**   | Introduction to Computers   | 2         | 2         | 0         |  | 3         |
| ELC 114   | Commerical Wiring           | 2         | 6         | 0         |  | 4         |
| ISC 112   | Industrial Safety           | 2         | 0         | 0         |  | 2         |
| WBL 111   | Work-Based Learning I       | 0         | 0         | 10        |  | 1         |
| WBL 112   | Work-Based Learning I       | 0         | 0         | 20        |  | 2         |
| WBL 121   | Work-Based Learning II      | 0         | 0         | 10        |  | 1         |
| WBL 122   | Work-Based Learning II      | 0         | 0         | 20        |  | 2         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>         |                             |           |           |           |  | <b>39</b> |

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# BASIC WIRING

(C35130B)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|         | Title                    | Class | Work Exp/ |          |   | Credits |
|---------|--------------------------|-------|-----------|----------|---|---------|
|         |                          |       | Lab       | Clinical |   |         |
| ELC 112 | DC/AC Electricity        | 3     | 6         | 0        | 5 |         |
| ELC 113 | Residential Wiring       | 2     | 6         | 0        | 4 |         |
| ELC 117 | Motors and Controls      | 2     | 6         | 0        | 4 |         |
| ELC 118 | National Electrical Code | 1     | 2         | 0        | 2 |         |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 15**

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# INDUSTRIAL WIRING

(C35130W)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|         | Title                   | Class | Work Exp/ |          |   | Credits |
|---------|-------------------------|-------|-----------|----------|---|---------|
|         |                         |       | Lab       | Clinical |   |         |
| ELC 112 | DC/AC Electricity       | 3     | 6         | 0        | 5 |         |
| ELC 113 | Residential Wiring      | 2     | 6         | 0        | 4 |         |
| ELC 115 | Industrial Wiring       | 2     | 6         | 0        | 4 |         |
| ELC 125 | Diagrams and Schematics | 1     | 2         | 0        | 2 |         |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 15**

# ELECTRONICS ENGINEERING TECHNOLOGY

(A40200)

## *Associate in Applied Science Degree*

The Electronics Engineering Technology program is designed to prepare students for employment as engineering technicians through the study and application of mathematics, science, technology, and the applied processes based on these subjects.

This course of study prepares students to apply basic engineering principles and technical skills to design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

This program includes instruction in mathematics, basic electricity, solid-state fundamentals, digital concepts, microprocessors, and programmable logic controllers.

Graduates should qualify for employment as electronics engineering technicians, field service technicians, instrumentation technicians, maintenance technicians, electronics testers, electronic systems integrators, bench technicians, and production control technicians.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title  | Class        | Work Exp/ |          |  | Credits      |
|-------------------------------------|--|--------------|-----------|----------|--|--------------|
|                                     |  |              | Lab       | Clinical |  |              |
| <b>FALL SEMESTER (First Year)</b>   |  |              |           |          |  |              |
| ACA 115                             | Success & Study Skills   | 0            | 2         | 0        |  | 1            |
| ELC 131                             | Circuit Analysis I   | 3            | 3         | 0        |  | 4            |
| ELN 133                             | Digital Electronics  | 3            | 3         | 0        |  | 4            |
| ENG 110                             | Freshman Composition   | 3            | 0         | 0        |  | 3            |
|                                     | <b>OR</b>  |              |           |          |  |              |
| ENG 111*                            | Writing and Inquiry  | 3            | 0         | 0        |  | 3            |
| MAT 121                             | Algebra/Trigonometry I   | 2            | 2         | 0        |  | 3            |
|                                     | <b>OR</b>  |              |           |          |  |              |
| MAT 171*                            | Precalculus Algebra  | 3            | 2         | 0        |  | 4            |
|                                     |  | <b>11/12</b> | <b>10</b> | <b>0</b> |  | <b>15/16</b> |
| <b>SPRING SEMESTER (First Year)</b> |  |              |           |          |  |              |
| CIS 110**                           | Introduction to Computers  | 2            | 2         | 0        |  | 3            |
| ELC 130                             | Advanced Motors/Controls   | 2            | 2         | 0        |  | 3            |
| ELC 133                             | Circuit Analysis II  | 3            | 3         | 0        |  | 4            |
| ELN 131                             | Analog Electronics I   | 3            | 3         | 0        |  | 4            |
| ENG 112*                            | Writing/Research in the Disc   | 3            | 0         | 0        |  | 3            |
|                                     | <b>OR</b>  |              |           |          |  |              |
| ENG 116                             | Technical Report Writing   | 3            | 0         | 0        |  | 3            |
|                                     |  | <b>13</b>    | <b>10</b> | <b>0</b> |  | <b>17</b>    |
| <b>FALL SEMESTER (Second Year)</b>  |  |              |           |          |  |              |
| CSC 133                             | C Programming  | 2            | 3         | 0        |  | 3            |
| ELN 235                             | Data Communications  | 3            | 3         | 0        |  | 4            |
| ELN 275                             | Troubleshooting  | 1            | 3         | 0        |  | 2            |
|                                     | Social/Behavioral Science Elective   |              |           |          |  | 3            |
|                                     | (ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*,<br>POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |              |           |          |  |              |
|                                     | Major Elective   |              |           |          |  | 3            |
|                                     |  | <b>6</b>     | <b>9</b>  | <b>0</b> |  | <b>15</b>    |



| Title  | Class                           | Work Exp/ |           |          | Credits   |
|--|---------------------------------|-----------|-----------|----------|-----------|
|  |                                 | Lab       | Clinical  | Credits  |           |
| <b>SPRING SEMESTER (Second Year)</b>   |                                 |           |           |          |           |
| ELN 232  | Introduction to Microprocessors | 3         | 3         | 0        | 4         |
| ELN 247  | Electronic App Project          | 1         | 3         | 0        | 2         |
| ELN 260  | Programable Logic Controllers   | 3         | 3         | 0        | 4         |
| PHY 131  | Physics - Mechanics             | 3         | 2         | 0        | 4         |
| Humanities/Fine Arts Elective  |                                 |           |           |          | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115*, HUM 122*, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                                 |           |           |          |           |
|  |                                 | <b>10</b> | <b>11</b> | <b>0</b> | <b>17</b> |

**MAJOR ELECTIVE LIST: (Select a minimum of 3 hours)**

|           |                             |   |   |    |   |
|-----------|-----------------------------|---|---|----|---|
| ALT 120   | Renewable Energy Technology | 2 | 2 | 0  | 3 |
| ATR 112   | Introduction to Automation  | 2 | 3 | 0  | 3 |
| CTS 120   | Hardware/Software Support   | 2 | 3 | 0  | 3 |
| ELC 213   | Instrumentation             | 3 | 2 | 0  | 4 |
| ELN 132   | Analog Electronics II       | 3 | 3 | 0  | 4 |
| ISC 112   | Industrial Safety           | 2 | 0 | 0  | 2 |
| MEC 130   | Mechanisms                  | 2 | 2 | 0  | 3 |
| SPA 111** | Elementary Spanish I        | 3 | 0 | 0  | 3 |
| WBL 111   | Work-Based Learning I       | 0 | 0 | 10 | 1 |
| WBL 112   | Work-Based Learning I       | 0 | 0 | 20 | 2 |
| WBL 113   | Work-Based Learning I       | 0 | 0 | 30 | 3 |
| WBL 121   | Work-Based Learning II      | 0 | 0 | 10 | 1 |
| WBL 122   | Work-Based Learning II      | 0 | 0 | 20 | 2 |
| WBL 123   | Work-Based Learning II      | 0 | 0 | 30 | 3 |
| WBL 131   | Work-Based Learning III     | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 64-65**

## ELECTRONICS ENGINEERING TECHNOLOGY

(C40200C)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

| Title   | Class                    | Work Exp/ |          |         | Credits |
|---------|--------------------------|-----------|----------|---------|---------|
|         |                          | Lab       | Clinical | Credits |         |
| ELC 131 | Circuit Analysis I       | 3         | 3        | 0       | 4       |
| ELN 131 | Analog Electronics I     | 3         | 3        | 0       | 4       |
| ELN 133 | Digital Electronics      | 3         | 3        | 0       | 4       |
| ELN 232 | Intro to Microprocessors | 3         | 3        | 0       | 4       |

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

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# HISTOTECHNOLOGY

(A45370)

## *Associate in Applied Science Degree*

This curriculum provides individuals with the knowledge and skills necessary to prepare tissue specimens for microscopic examination using various stains and dyes to identify tissue and cell structures.

Course work emphasizes scientific concepts related to laboratory testing, quality assurance, histology, microscopy, and other related topics.

Graduates may be eligible to apply to take the national examination given by the American Society for Clinical Pathology (ASCP) Board of Certification (BOC). Employment opportunities include pathology laboratories in hospitals and clinics and medical or research laboratories.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   |                              | Work Exp/ |          |           |           |
|---|------------------------------|-----------|----------|-----------|-----------|
| Title   | Class                        | Lab       | Clinical | Credits   |           |
| <b>FALL SEMESTER (First Year)</b>   |                              |           |          |           |           |
| BIO 163***  | Basic Anatomy & Physiology   | 4         | 2        | 0         | 5         |
| CHM 130***  | Gen, Org, & Biochemistry     | 3         | 0        | 0         | 3         |
| CHM 130A***   | Gen, Org, & Biochemistry Lab | 0         | 2        | 0         | 1         |
| ENG 111*  | Writing and Inquiry          | 3         | 0        | 0         | 3         |
| MAT 110   | Math Measurement & Literacy  | 2         | 2        | 0         | 3         |
| <b>OR</b>   |                              |           |          |           |           |
| MAT 143*  | Quantitative Literacy        | 2         | 2        | 0         | 3         |
|   |                              | <b>12</b> | <b>6</b> | <b>0</b>  | <b>15</b> |
| <b>SPRING SEMESTER (First Year)</b>   |                              |           |          |           |           |
| BIO 271   | Pathophysiology              | 3         | 0        | 0         | 3         |
| BIO 275***  | Microbiology                 | 3         | 3        | 0         | 4         |
| PSY 150*  | General Psychology           | 3         | 0        | 0         | 3         |
|   |                              | <b>9</b>  | <b>3</b> | <b>0</b>  | <b>10</b> |
| <b>SUMMER SEMESTER (First Year)</b>   |                              |           |          |           |           |
| CIS 110**   | Introduction to Computers    | 2         | 2        | 0         | 3         |
| ENG 112*  | Writing/Research in the Disc | 3         | 0        | 0         | 3         |
| HTO 110   | Intro to Histotechnology     | 3         | 0        | 0         | 3         |
| Humanities/Fine Arts Elective   |                              | 3         | 0        | 0         | 3         |
| (ART 111*, ART 114*, ART 115*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                              | <b>11</b> | <b>2</b> | <b>0</b>  | <b>12</b> |
| <b>FALL SEMESTER (Second Year)</b>  |                              |           |          |           |           |
| HTO 120   | Histology                    | 4         | 3        | 0         | 5         |
| HTO 130   | Histotechniques              | 4         | 3        | 0         | 5         |
| HTO 140   | Histochemistry               | 4         | 3        | 0         | 5         |
|   |                              | <b>12</b> | <b>9</b> | <b>0</b>  | <b>15</b> |
| <b>SPRING SEMESTER (Second Year)</b>  |                              |           |          |           |           |
| HTO 210   | Histopathology               | 3         | 3        | 0         | 4         |
| HTO 220   | Histotechnology Clinical     | 0         | 0        | 24        | 8         |
| HTO 230   | Professional Issues          | 3         | 3        | 0         | 3         |
|   |                              | <b>6</b>  | <b>6</b> | <b>24</b> | <b>15</b> |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>                           |                              |           |          |           | <b>67</b> |

# HUMAN SERVICES TECHNOLOGY

(A45380)

## *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.

*The VGCC Human Services Technology program is nationally accredited by the Council for Standards in Human Services Education. Since the program is accredited, students can apply to take the Human Services Board Certified Practitioner exam prior to graduating and do not need to complete the 4,500 hours of experience needed by graduates of non-accredited programs.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title                         | Class     | Lab      | Work Exp/<br>Clinical | Credits   |
|---|-------------------------------|-----------|----------|-----------------------|-----------|
| <b>FALL SEMESTER (First Year)</b>   |                               |           |          |                       |           |
| ENG 111*  | Writing and Inquiry           | 3         | 0        | 0                     | 3         |
| HSE 110   | Intro to Human Services       | 2         | 2        | 0                     | 3         |
| HSE 210   | Human Services Issues         | 2         | 0        | 0                     | 2         |
| PSY 150*  | General Psychology            | 3         | 0        | 0                     | 3         |
| SAB 110   | Substance Abuse Overview      | 3         | 0        | 0                     | 3         |
|   |                               | <b>13</b> | <b>2</b> | <b>0</b>              | <b>14</b> |
| <b>SPRING SEMESTER (First Year)</b>   |                               |           |          |                       |           |
| HSE 112   | Group Process                 | 1         | 2        | 0                     | 2         |
| HSE 125   | Counseling                    | 2         | 2        | 0                     | 3         |
| HSE 225   | Crisis Intervention           | 3         | 0        | 0                     | 3         |
| HSE 250   | Financial Services            | 2         | 0        | 0                     | 2         |
| SAB 210   | SAB Counseling                | 2         | 2        | 0                     | 3         |
|   |                               | <b>10</b> | <b>6</b> | <b>0</b>              | <b>13</b> |
| <b>SUMMER SEMESTER (First Year)</b>   |                               |           |          |                       |           |
| CIS 110**   | Introduction to Computers     | 2         | 2        | 0                     | 3         |
| ENG 112*  | Writing/Research in the Disc  | 3         | 0        | 0                     | 3         |
| SOC 210*  | Introduction to Sociology     | 3         | 0        | 0                     | 3         |
|   | Humanities/Fine Arts Elective | 3         | 0        | 0                     | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**,<br>HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                               |           |          |                       |           |
|   |                               | <b>11</b> | <b>2</b> | <b>0</b>              | <b>12</b> |

|   |                               | Work Exp/ |          |              |              |
|---|-------------------------------|-----------|----------|--------------|--------------|
|   | Title                         | Class     | Lab      | Clinical     | Credits      |
| <b>FALL SEMESTER (Second Year)</b>                          |                               |           |          |              |              |
| HSE 251   | Activities Planning           | 2         | 2        | 0            | 3            |
| PSY 281**   | Abnormal Psychology           | 3         | 0        | 0            | 3            |
| SOC 220**   | Social Problems               | 3         | 0        | 0            | 3            |
| SWK 113   | Working with Diversity        | 3         | 0        | 0            | 3            |
| WBL 111   | Work-Based Learning I         | 0         | 0        | 10           | 1            |
| <b>OR</b>   |                               |           |          |              |              |
| WBL 112   | Work-Based Learning I         | 0         | 0        | 20           | 2            |
| WBL 115   | Work-Based Learning Seminar I | 1         | 0        | 0            | 1            |
| [Note: WBL 111 & WBL 115 are also offered Spring Semester.] |                               | <b>12</b> | <b>2</b> | <b>10/20</b> | <b>14/15</b> |

|  |                             |          |          |           |           |
|--|-----------------------------|----------|----------|-----------|-----------|
| <b>SPRING SEMESTER (Second Year)</b>           |                             |          |          |           |           |
| HSE 123  | Interviewing Techniques     | 2        | 2        | 0         | 3         |
| HSE 245  | Stress Management           | 2        | 2        | 0         | 3         |
| HSE 255  | Health Prob & Prevent       | 2        | 2        | 0         | 3         |
| MAT 110  | Math Measurement & Literacy | 2        | 2        | 0         | 3         |
| WBL 121  | Work-Based Learning II      | 0        | 0        | 10        | 1         |
| [Note: WBL 121 is also offered Fall semester.] |                             | <b>8</b> | <b>8</b> | <b>10</b> | <b>13</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:      66-67**

# HUMAN SERVICES TECHNOLOGY/ GERONTOLOGY

(A4538B)

## *Associate in Applied Science Degree*

The Human Services Technology/Gerontology concentration prepares students to specialize in direct service delivery work to older adults and their families. The curriculum provides both theoretical and applied models for understanding issues of aging.

Course work includes physical, psychological, and social aspects of the aging process; as well as health, wellness, nutrition, diet, exercise, and well-being. Fieldwork experiences provide opportunities to work in a variety of public and private agencies.

Graduates should qualify for employment in nursing and rest homes, specialized adult care services, respite services, and other programs servicing older adults and their families. Graduates choosing to continue their education may select a variety of programs at senior institutions.

*The VGCC Human Services Technology program is nationally accredited by the Council for Standards in Human Services Education. Since the program is accredited, students can apply to take the Human Services Board Certified Practitioner exam prior to graduating and do not need to complete the 4,500 hours of experience needed by graduates of non-accredited programs.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title   | Class     | Lab      | Work Exp/<br>Clinical | Credits   |
|-------------------------------------|---|-----------|----------|-----------------------|-----------|
| <b>FALL SEMESTER (First Year)</b>   |   |           |          |                       |           |
| ENG 111*                            | Writing and Inquiry   | 3         | 0        | 0                     | 3         |
| GRO 120                             | Gerontology   | 3         | 0        | 0                     | 3         |
| HSE 110                             | Intro to Human Services   | 2         | 2        | 0                     | 3         |
| HSE 210                             | Human Services Issues   | 2         | 0        | 0                     | 2         |
| PSY 150*                            | General Psychology  | 3         | 0        | 0                     | 3         |
|                                     |   | <b>13</b> | <b>2</b> | <b>0</b>              | <b>14</b> |
| <b>SPRING SEMESTER (First Year)</b> |   |           |          |                       |           |
| GRO 220                             | Psy/Social Aspects of Aging   | 3         | 0        | 0                     | 3         |
| HSE 112                             | Group Process   | 1         | 2        | 0                     | 2         |
| HSE 125                             | Counseling  | 2         | 2        | 0                     | 3         |
| HSE 225                             | Crisis Intervention   | 3         | 0        | 0                     | 3         |
| SOC 244***                          | Sociology of Death & Dying  | 3         | 0        | 0                     | 3         |
|                                     |   | <b>12</b> | <b>4</b> | <b>0</b>              | <b>14</b> |
| <b>SUMMER SEMESTER (First Year)</b> |   |           |          |                       |           |
| CIS 110**                           | Introduction to Computers   | 2         | 2        | 0                     | 3         |
| ENG 112*                            | Writing/Research in the Disc  | 3         | 0        | 0                     | 3         |
| SOC 210*                            | Introduction to Sociology   | 3         | 0        | 0                     | 3         |
|                                     | Humanities/Fine Arts Elective   | 3         | 0        | 0                     | 3         |
|                                     | (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**,<br>HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) | <b>11</b> | <b>2</b> | <b>0</b>              | <b>12</b> |

|   | Title                         | Class     | Work Exp/ |              |  | Credits      |
|---|-------------------------------|-----------|-----------|--------------|--|--------------|
|   |                               |           | Lab       | Clinical     |  |              |
| <b>FALL SEMESTER (Second Year)</b>                          |                               |           |           |              |  |              |
| GRO 240   | Gerontology Care Management   | 3         | 0         | 0            |  | 3            |
| HSE 251   | Activities Planning           | 2         | 2         | 0            |  | 3            |
| PSY 281**   | Abnormal Psychology           | 3         | 0         | 0            |  | 3            |
| SWK 113   | Working with Diversity        | 3         | 0         | 0            |  | 3            |
| WBL 111   | Work-Based Learning I         | 0         | 0         | 10           |  | 1            |
| <b>OR</b>   |                               |           |           |              |  |              |
| WBL 112   | Work-Based Learning I         | 0         | 0         | 20           |  | 2            |
| WBL 115   | Work-Based Learning Seminar I | 1         | 0         | 0            |  | 1            |
| [Note: WBL 111 & WBL 115 are also offered Spring Semester.] |                               | <b>12</b> | <b>2</b>  | <b>10/20</b> |  | <b>14/15</b> |
| <b>SPRING SEMESTER (Second Year)</b>                        |                               |           |           |              |  |              |
| GRO 230   | Health, Wellness & Nutrition  | 3         | 2         | 0            |  | 4            |
| HSE 123   | Interviewing Techniques       | 2         | 2         | 0            |  | 3            |
| MAT 110   | Math Measurement & Literacy   | 2         | 2         | 0            |  | 3            |
| SOC 220**   | Social Problems               | 3         | 0         | 0            |  | 3            |
| WBL 121   | Work-Based Learning II        | 0         | 0         | 10           |  | 1            |
| [Note: WBL 121 is also offered Fall semester.]              |                               | <b>10</b> | <b>6</b>  | <b>10</b>    |  | <b>14</b>    |

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

# HUMAN SERVICES TECHNOLOGY/ SUBSTANCE ABUSE

(A4538E)

## *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 Professional Practice Board.

*The VGCC Human Services Technology program is nationally accredited by the Council for Standards in Human Services Education. Since the program is accredited, students can apply to take the Human Services Board Certified Practitioner exam prior to graduating and do not need to complete the 4,500 hours of experience needed by graduates of non-accredited programs.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title  |                               | Class     | Work Exp/ |          |           |
|--|-------------------------------|-----------|-----------|----------|-----------|
|  |                               |           | Lab       | Clinical | Credits   |
| <b>FALL SEMESTER (First Year)</b>  |                               |           |           |          |           |
| ENG 111*   | Writing and Inquiry           | 3         | 0         | 0        | 3         |
| HSE 110  | Intro to Human Services       | 2         | 2         | 0        | 3         |
| HSE 210  | Human Services Issues         | 2         | 0         | 0        | 2         |
| PSY 150*   | General Psychology            | 3         | 0         | 0        | 3         |
| SAB 110  | Substance Abuse Overview      | 3         | 0         | 0        | 3         |
|  |                               | <b>13</b> | <b>2</b>  | <b>0</b> | <b>14</b> |
| <b>SPRING SEMESTER (First Year)</b>  |                               |           |           |          |           |
| HSE 112  | Group Process                 | 1         | 2         | 0        | 2         |
| HSE 125  | Counseling                    | 2         | 2         | 0        | 3         |
| HSE 225  | Crisis Intervention           | 3         | 0         | 0        | 3         |
| SAB 120  | SAB Intake and Assessment     | 3         | 0         | 0        | 3         |
| SAB 210  | Substance Abuse Counseling    | 2         | 2         | 0        | 3         |
|  |                               | <b>11</b> | <b>6</b>  | <b>0</b> | <b>14</b> |
| <b>SUMMER SEMESTER (First Year)</b>  |                               |           |           |          |           |
| CIS 110**  | Introduction to Computers     | 2         | 2         | 0        | 3         |
| ENG 112*   | Writing/Research in the Disc  | 3         | 0         | 0        | 3         |
| SOC 210*   | Introduction to Sociology     | 3         | 0         | 0        | 3         |
|  | Humanities/Fine Arts Elective | 3         | 0         | 0        | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                               |           |           |          |           |
|  |                               | <b>11</b> | <b>2</b>  | <b>0</b> | <b>12</b> |

|   | Title                         | Class     | Lab      | Work Exp/    |              |
|---|-------------------------------|-----------|----------|--------------|--------------|
|   |                               |           |          | Clinical     | Credits      |
| <b>FALL SEMESTER (Second Year)</b>                          |                               |           |          |              |              |
| PSY 281**   | Abnormal Psychology           | 3         | 0        | 0            | 3            |
| SAB 135   | Addictive Process             | 3         | 0        | 0            | 3            |
| SAB 240   | SAB Issues in Client Services | 3         | 0        | 0            | 3            |
| SOC 220**   | Social Problems               | 3         | 0        | 0            | 3            |
| WBL 111   | Work-Based Learning I         | 0         | 0        | 10           | 1            |
|   | <b>OR</b>                     |           |          |              |              |
| WBL 112   | Work-Based Learning I         | 0         | 0        | 20           | 2            |
| WBL 115   | Work-Based Learning Seminar I | 1         | 0        | 0            | 1            |
| [Note: WBL 111 & WBL 115 are also offered Spring Semester.] |                               | <b>13</b> | <b>0</b> | <b>10/20</b> | <b>14/15</b> |

**SPRING SEMESTER (Second Year)**

|  |                             |          |          |           |           |
|--|-----------------------------|----------|----------|-----------|-----------|
| HSE 123  | Interviewing Techniques     | 2        | 2        | 0         | 3         |
| MAT 110  | Math Measurement & Literacy | 2        | 2        | 0         | 3         |
| PSY 241**                                      | Developmental Psychology    | 3        | 0        | 0         | 3         |
| SAB 125  | SA Case Management          | 2        | 2        | 0         | 3         |
| WBL 121  | Work-Based Learning II      | 0        | 0        | 10        | 1         |
| [Note: WBL 121 is also offered Fall semester.] |                             | <b>9</b> | <b>6</b> | <b>10</b> | <b>14</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 67-68**



# INFANT/TODDLER CARE

(C55290C)

## *Certificate*

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development; physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

### COURSE AND HOUR REQUIREMENTS

|         | Title                              | Class | Work Exp/ |          |   | Credits |
|---------|------------------------------------|-------|-----------|----------|---|---------|
|         |                                    |       | Lab       | Clinical |   |         |
| EDU 119 | Intro to Early Childhood Education | 4     | 0         | 0        | 4 |         |
| EDU 131 | Child, Family and Community        | 3     | 0         | 0        | 3 |         |
| EDU 144 | Child Development I                | 3     | 0         | 0        | 3 |         |
| EDU 153 | Health, Safety and Nutrition       | 3     | 0         | 0        | 3 |         |
| EDU 234 | Infants, Toddlers & Twos           | 3     | 0         | 0        | 3 |         |

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

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# INFORMATION TECHNOLOGY

(A25590)

## *Associate in Applied Science Degree*

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

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

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

**Note: The Information Technology program was formerly known as Computer Technology Integration (CTI). Students still coded under CTI should refer to their catalog of record.**

## IT BUSINESS SUPPORT TRACK

(A25590I)

### *Associate in Applied Science Degree*

#### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  | Title                              | Class     | Lab       | Work Exp/<br>Clinical | Credits      |
|--|------------------------------------|-----------|-----------|-----------------------|--------------|
| <b>FALL SEMESTER (First Year)</b>      |                                    |           |           |                       |              |
| ACA 115                                | Success & Study Skills             | 0         | 2         | 0                     | 1            |
| CIS 110**                              | Introduction to Computers          | 2         | 2         | 0                     | 3            |
| CTI 110                                | Web, Programming and DB Foundation | 2         | 2         | 0                     | 3            |
| CTI 120                                | Network & Security Foundation      | 2         | 2         | 0                     | 3            |
| ENG 110                                | Freshman Composition               | 3         | 0         | 0                     | 3            |
|  | <b>OR</b>                          |           |           |                       |              |
| ENG 111*                               | Writing and Inquiry                | 3         | 0         | 0                     | 3            |
| NOS 110                                | Operating Systems Concepts         | 2         | 3         | 0                     | 3            |
|  |                                    | <b>11</b> | <b>11</b> | <b>0</b>              | <b>16</b>    |
| <b>SPRING SEMESTER (First Year)</b>    |                                    |           |           |                       |              |
| CIS 115**                              | Intro. to Prog. & Logic            | 2         | 3         | 0                     | 3            |
| CTS 130                                | Spreadsheet                        | 2         | 2         | 0                     | 3            |
| DBA 110                                | Database Concepts                  | 2         | 3         | 0                     | 3            |
| ENG 112*                               | Writing/Research in the Disc       | 3         | 0         | 0                     | 3            |
|  | <b>OR</b>                          |           |           |                       |              |
| ENG 116                                | Technical Report Writing           | 3         | 0         | 0                     | 3            |
| Mathematics Elective                   |                                    |           |           |                       | 3/4          |
| (MAT 110, MAT 121, MAT 143*, MAT 152*) |                                    | <b>9</b>  | <b>8</b>  | <b>0</b>              | <b>15/16</b> |

|                                    |                                    | Work Exp/ |          |          |           |
|------------------------------------|------------------------------------|-----------|----------|----------|-----------|
| Title                              | Class                              | Lab       | Clinical | Credits  |           |
| <b>FALL SEMESTER (Second Year)</b> |                                    |           |          |          |           |
| ACC 120***                         | Principles of Financial Accounting | 3         | 2        | 0        | 4         |
| BUS 270                            | Professional Development           | 3         | 0        | 0        | 3         |
| CTS 115***                         | Info Sys Business Concepts         | 3         | 0        | 0        | 3         |
| CTS 120                            | Hardware/Software Support          | 2         | 3        | 0        | 3         |
| CTS 230                            | Advanced Spreadsheet               | 2         | 2        | 0        | 3         |
| DBA 115                            | Database Applications              | 2         | 2        | 0        | 3         |
|                                    |                                    | <b>15</b> | <b>9</b> | <b>0</b> | <b>19</b> |

|   |                          |          |          |          |           |
|---|--------------------------|----------|----------|----------|-----------|
| <b>SPRING SEMESTER (Second Year)</b>  |                          |          |          |          |           |
| CIS 162   | MM Presentation Software | 2        | 2        | 0        | 3         |
| CTI 289   | CTI Capstone Project     | 1        | 6        | 0        | 3         |
| Humanities/Fine Arts Elective   |                          | 3        | 0        | 0        | 3         |
| <small>(ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)</small>                                |                          |          |          |          |           |
| Social/Behavioral Science Elective  |                          | 3        | 0        | 0        | 3         |
| <small>(ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**)</small> |                          |          |          |          |           |
| Major Elective  |                          |          |          |          | 3         |
|   |                          | <b>9</b> | <b>8</b> | <b>0</b> | <b>15</b> |

**MAJOR ELECTIVE LIST: for IT BUSINESS SUPPORT (Select a minimum of 3 hours)**

|            |                               |   |   |    |   |
|------------|-------------------------------|---|---|----|---|
| CSC 151*** | JAVA Programming              | 2 | 3 | 0  | 3 |
| CTI 141    | Cloud & Storage Concepts      | 1 | 4 | 0  | 3 |
| CTI 150    | Mobile Computing Devices      | 2 | 2 | 0  | 3 |
| CTS 220    | Adv Hardware/Software Support | 2 | 3 | 0  | 3 |
| OST 136    | Word Processing               | 2 | 2 | 0  | 3 |
| WBL 111    | Work-Based Learning I         | 0 | 0 | 10 | 1 |
| WBL 112    | Work-Based Learning I         | 0 | 0 | 20 | 2 |
| WBL 113    | Work-Based Learning I         | 0 | 0 | 30 | 3 |
| WBL 121    | Work-Based Learning II        | 0 | 0 | 10 | 1 |
| WBL 122    | Work-Based Learning II        | 0 | 0 | 20 | 2 |
| WBL 123    | Work-Based Learning II        | 0 | 0 | 30 | 3 |
| WBL 131    | Work-Based Learning III       | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 65/66**

# IT CYBER SECURITY TRACK

(A25590Y)

## *Associate in Applied Science Degree*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  | Title                              | Class     | Lab       | Work Exp/ |              |
|--|------------------------------------|-----------|-----------|-----------|--------------|
|  |                                    |           |           | Clinical  | Credits      |
| <b>FALL SEMESTER (First Year)</b>  |                                    |           |           |           |              |
| ACA 115  | Success & Study Skills             | 0         | 2         | 0         | 1            |
| CCT 110  | Intro to Cyber Crime               | 3         | 0         | 0         | 3            |
| CIS 110**  | Introduction to Computers          | 2         | 2         | 0         | 3            |
| CTI 110  | Web, Programming and DB Foundation | 2         | 2         | 0         | 3            |
| CTI 120  | Network & Security Foundation      | 2         | 2         | 0         | 3            |
| ENG 110  | Freshman Composition               | 3         | 0         | 0         | 3            |
| <b>OR</b>  |                                    |           |           |           |              |
| ENG 111*   | Writing and Inquiry                | 3         | 0         | 0         | 3            |
| NOS 110  | Operating Systems Concepts         | 2         | 3         | 0         | 3            |
|  |                                    | <b>14</b> | <b>11</b> | <b>0</b>  | <b>19</b>    |
| <b>SPRING SEMESTER (First Year)</b>  |                                    |           |           |           |              |
| CCT 220  | Forensic Accounting                | 3         | 3         | 0         | 4            |
| ENG 112*   | Writing/Research in the Disc       | 3         | 0         | 0         | 3            |
| <b>OR</b>  |                                    |           |           |           |              |
| ENG 116  | Technical Report Writing           | 3         | 0         | 0         | 3            |
| NET 125  | Introduction to Networks           | 1         | 4         | 0         | 3            |
| SEC 110  | Security Concepts                  | 2         | 2         | 0         | 3            |
|  |                                    | <b>9</b>  | <b>9</b>  | <b>0</b>  | <b>13</b>    |
| <b>FALL SEMESTER (Second Year)</b>   |                                    |           |           |           |              |
| CTS 115***   | Info Sys Business Concepts         | 3         | 0         | 0         | 3            |
| CTS 120  | Hardware/Software Support          | 2         | 3         | 0         | 3            |
| DBA 110  | Database Concepts                  | 2         | 3         | 0         | 3            |
| NET 126  | Routing Basics                     | 1         | 4         | 0         | 3            |
| SEC 150  | Secure Communications              | 2         | 2         | 0         | 3            |
| Mathematics Elective   |                                    |           |           |           | 3/4          |
| (MAT 110, MAT 121, MAT 143*, MAT 152*)   |                                    |           |           |           | <b>10</b>    |
|  |                                    | <b>10</b> | <b>12</b> | <b>0</b>  | <b>18/19</b> |
| <b>SPRING SEMESTER (Second Year)</b>   |                                    |           |           |           |              |
| CCT 121  | Computer Crime Invest.             | 3         | 2         | 0         | 4            |
| CCT 289  | Capstone Project                   | 1         | 6         | 0         | 3            |
| NET 225  | Routing & Switching I              | 1         | 4         | 0         | 3            |
| NET 226  | Routing & Switching II             | 1         | 4         | 0         | 3            |
| Humanities/Fine Arts Elective  |                                    |           |           |           | 3            |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)                                |                                    |           |           |           | <b>3</b>     |
| Social/Behavioral Science Elective   |                                    |           |           |           | 3            |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                    |           |           |           | <b>3</b>     |
|  |                                    | <b>12</b> | <b>14</b> | <b>0</b>  | <b>19</b>    |

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

# IT HEALTHCARE INFORMATICS TRACK

(A25590H)

## Associate in Applied Science Degree

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                      | Title  | Class     | Lab       | Work Exp/<br>Clinical | Credits      |
|--------------------------------------|--|-----------|-----------|-----------------------|--------------|
| <b>FALL SEMESTER (First Year)</b>    |  |           |           |                       |              |
| ACA 115                              | Success & Study Skills   | 0         | 2         | 0                     | 1            |
| CIS 110**                            | Introduction to Computers  | 2         | 2         | 0                     | 3            |
| CTI 110                              | Web, Programming and DB Foundation   | 2         | 2         | 0                     | 3            |
| CTI 120                              | Network & Security Foundation  | 2         | 2         | 0                     | 3            |
| HBI 110                              | Issues and Trends in HBI   | 3         | 0         | 0                     | 3            |
| HBI 113                              | Survey of Med Insurance  | 3         | 0         | 0                     | 3            |
| NOS 110                              | Operating Systems Concepts   | 2         | 3         | 0                     | 3            |
|                                      |  | <b>14</b> | <b>11</b> | <b>0</b>              | <b>19</b>    |
| <b>SPRING SEMESTER (First Year)</b>  |  |           |           |                       |              |
| DBA 110                              | Database Concepts  | 2         | 3         | 0                     | 3            |
| ENG 110                              | Freshman Composition   | 3         | 0         | 0                     | 3            |
|                                      | <b>OR</b>  |           |           |                       |              |
| ENG 111*                             | Writing and Inquiry  | 3         | 0         | 0                     | 3            |
| NET 125                              | Introduction to Networks   | 1         | 4         | 0                     | 3            |
| OST 141                              | Med Office Terms I   | 3         | 0         | 0                     | 3            |
| OST 142                              | Med Office Terms II  | 3         | 0         | 0                     | 3            |
|                                      |  | <b>12</b> | <b>7</b>  | <b>0</b>              | <b>15</b>    |
| <b>FALL SEMESTER (Second Year)</b>   |  |           |           |                       |              |
| CTS 115***                           | Info Sys Business Concepts   | 3         | 0         | 0                     | 3            |
| CTS 120                              | Hardware/Software Support  | 2         | 3         | 0                     | 3            |
| DBA 120                              | Database Programming I   | 2         | 2         | 0                     | 3            |
| HBI 250                              | Data Mgmt and Utilization  | 2         | 2         | 0                     | 3            |
| OST 149                              | Medical Legal Issues   | 3         | 0         | 0                     | 3            |
|                                      | Mathematics Elective   |           |           |                       | 3/4          |
|                                      | (MAT 110, MAT 121, MAT 143*, MAT 152*)   | <b>12</b> | <b>7</b>  | <b>0</b>              | <b>18/19</b> |
| <b>SPRING SEMESTER (Second Year)</b> |  |           |           |                       |              |
| CTS 130                              | Spreadsheet  | 2         | 2         | 0                     | 3            |
| ENG 112*                             | Writing/Research in the Disc   | 3         | 0         | 0                     | 3            |
|                                      | <b>OR</b>  |           |           |                       |              |
| ENG 116                              | Technical Report Writing   | 3         | 0         | 0                     | 3            |
| HBI 289                              | HBI Project  | 1         | 4         | 0                     | 3            |
|                                      | Humanities/Fine Arts Elective  | 3         | 0         | 0                     | 3            |
|                                      | (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)                                |           |           |                       |              |
|                                      | Social/Behavioral Science Elective   | 3         | 0         | 0                     | 3            |
|                                      | (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |           |           |                       |              |
|                                      |  | <b>12</b> | <b>6</b>  | <b>0</b>              | <b>15</b>    |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 67-68**

# IT NETWORKING & SECURITY TRACK

(A25590N)

## *Associate in Applied Science Degree*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  | Title                              | Class     | Lab       | Work Exp/ |              | Credits |
|--|------------------------------------|-----------|-----------|-----------|--------------|---------|
|  |                                    |           |           | Clinical  |              |         |
| <b>FALL SEMESTER (First Year)</b>  |                                    |           |           |           |              |         |
| ACA 115  | Success & Study Skills             | 0         | 2         | 0         | 1            |         |
| CIS 110**  | Introduction to Computers          | 2         | 2         | 0         | 3            |         |
| CTI 110  | Web, Programming and DB Foundation | 2         | 2         | 0         | 3            |         |
| CTI 120  | Network & Security Foundation      | 2         | 2         | 0         | 3            |         |
| ENG 110  | Freshman Composition               | 3         | 0         | 0         | 3            |         |
| <b>OR</b>  |                                    |           |           |           |              |         |
| ENG 111*   | Writing and Inquiry                | 3         | 0         | 0         | 3            |         |
| NOS 110  | Operating Systems Concepts         | 2         | 3         | 0         | 3            |         |
|  |                                    | <b>11</b> | <b>11</b> | <b>0</b>  | <b>16</b>    |         |
| <b>SPRING SEMESTER (First Year)</b>  |                                    |           |           |           |              |         |
| CTI 141  | Cloud & Storage Concepts           | 1         | 4         | 0         | 3            |         |
| CTI 150  | Mobile Computing Devices           | 2         | 2         | 0         | 3            |         |
| ENG 112*   | Writing/Research in the Disc       | 3         | 0         | 0         | 3            |         |
| <b>OR</b>  |                                    |           |           |           |              |         |
| ENG 116  | Technical Report Writing           | 3         | 0         | 0         | 3            |         |
| NET 125  | Introduction to Networks           | 1         | 4         | 0         | 3            |         |
| Mathematics Elective   |                                    |           |           |           |              | 3/4     |
| (MAT 110, MAT 121, MAT 143*, MAT 152*)   |                                    |           |           |           |              |         |
| Social/Behavioral Science Elective   |                                    |           |           |           |              | 3       |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                    |           |           |           |              |         |
|  |                                    | <b>10</b> | <b>10</b> | <b>0</b>  | <b>18/19</b> |         |
| <b>FALL SEMESTER (Second Year)</b>   |                                    |           |           |           |              |         |
| CTS 115***   | Info Sys Business Concepts         | 3         | 0         | 0         | 3            |         |
| CTS 120  | Hardware/Software Support          | 2         | 3         | 0         | 3            |         |
| NET 126  | Routing Basics                     | 1         | 4         | 0         | 3            |         |
| NOS 120  | Linux/UNIX Single User             | 2         | 2         | 0         | 3            |         |
| SEC 150  | Secure Communications              | 2         | 2         | 0         | 3            |         |
| Humanities/Fine Arts Elective  |                                    |           |           |           |              | 3       |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)                                |                                    |           |           |           |              |         |
|  |                                    | <b>13</b> | <b>11</b> | <b>0</b>  | <b>18</b>    |         |
| <b>SPRING SEMESTER (Second Year)</b>   |                                    |           |           |           |              |         |
| CTI 289  | CTI Capstone Project               | 1         | 6         | 0         | 3            |         |
| NET 225  | Routing & Switching I              | 1         | 4         | 0         | 3            |         |
| NET 226  | Routing & Switching II             | 1         | 4         | 0         | 3            |         |
| SEC 160  | Security Administration I          | 2         | 2         | 0         | 3            |         |
| Major Elective   |                                    |           |           |           |              | 3       |
|  |                                    | <b>5</b>  | <b>16</b> | <b>0</b>  | <b>15</b>    |         |

|   | Title                         | Class | Work Exp/ |          |  | Credits |
|---|-------------------------------|-------|-----------|----------|--|---------|
|   |                               |       | Lab       | Clinical |  |         |
| <b>MAJOR ELECTIVE LIST: for Networking &amp; Security (Select a minimum of 3 hours)</b> |                               |       |           |          |  |         |
| BUS 270   | Professional Development      | 3     | 0         | 0        |  | 3       |
| CSC 134***  | C++ Programming               | 2     | 3         | 0        |  | 3       |
| CSC 139***  | Visual Basic Programming      | 2     | 3         | 0        |  | 3       |
| CSC 151***  | JAVA Programming              | 2     | 3         | 0        |  | 3       |
| CTS 130   | Spreadsheet                   | 2     | 2         | 0        |  | 3       |
| CTS 220   | Adv Hardware/Software Support | 2     | 3         | 0        |  | 3       |
| WBL 111   | Work-Based Learning I         | 0     | 0         | 10       |  | 1       |
| WBL 112   | Work-Based Learning I         | 0     | 0         | 20       |  | 2       |
| WBL 113   | Work-Based Learning I         | 0     | 0         | 30       |  | 3       |
| WBL 121   | Work-Based Learning II        | 0     | 0         | 10       |  | 1       |
| WBL 122   | Work-Based Learning II        | 0     | 0         | 20       |  | 2       |
| WBL 123   | Work-Based Learning II        | 0     | 0         | 30       |  | 3       |
| WBL 131   | Work-Based Learning III       | 0     | 0         | 10       |  | 1       |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 67-68**

# IT SIMULATION & GAME DEVELOPMENT TRACK

(A25590G)

## *Associate in Applied Science Degree*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title  | Class                              | Work Exp/ |           |          | Credits      |
|--|------------------------------------|-----------|-----------|----------|--------------|
|  |                                    | Lab       | Clinical  |          |              |
| <b>FALL SEMESTER (First Year)</b>  |                                    |           |           |          |              |
| ACA 115  | Success & Study Skills             | 0         | 2         | 0        | 1            |
| CTI 110  | Web, Programming and DB Foundation | 2         | 2         | 0        | 3            |
| CTI 120  | Network & Security Foundation      | 2         | 2         | 0        | 3            |
| CTS 115***   | Info Sys Business Concepts         | 3         | 0         | 0        | 3            |
| ENG 110  | Freshman Composition               | 3         | 0         | 0        | 3            |
| <b>OR</b>  |                                    |           |           |          |              |
| ENG 111*   | Writing and Inquiry                | 3         | 0         | 0        | 3            |
| SGD 111  | Introduction to SGD                | 2         | 3         | 0        | 3            |
| SGD 112  | SGD Design                         | 2         | 3         | 0        | 3            |
|  |                                    | <b>14</b> | <b>12</b> | <b>0</b> | <b>19</b>    |
| <b>SPRING SEMESTER (First Year)</b>  |                                    |           |           |          |              |
| ENG 112*   | Writing/Research in the Disc       | 3         | 0         | 0        | 3            |
| <b>OR</b>  |                                    |           |           |          |              |
| ENG 116  | Technical Report Writing           | 3         | 0         | 0        | 3            |
| SGD 113  | SGD Programming                    | 2         | 3         | 0        | 3            |
| SGD 114  | 3D Modeling                        | 2         | 3         | 0        | 3            |
| SGD 116  | Graphic Design Tools               | 2         | 2         | 0        | 3            |
| SGD 212  | SGD Design II                      | 2         | 3         | 0        | 3            |
| Mathematics Elective   |                                    | 3         | 0         | 0        | 3/4          |
| (MAT 110, MAT 121, MAT 143*, MAT 152*)   |                                    | <b>14</b> | <b>11</b> | <b>0</b> | <b>18/19</b> |
| <b>FALL SEMESTER (Second Year)</b>   |                                    |           |           |          |              |
| CTS 120  | Hardware/Software Support          | 2         | 3         | 0        | 3            |
| SGD 164  | SG Audio/Video                     | 2         | 3         | 0        | 3            |
| SGD 168  | Mobile SG Programming I            | 2         | 3         | 0        | 3            |
| SGD 174  | SG Level Design                    | 2         | 3         | 0        | 3            |
| SGD 214  | 3D Modeling II                     | 2         | 3         | 0        | 3            |
| Social/Behavioral Science Elective   |                                    | 3         | 0         | 0        | 3            |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                    | <b>13</b> | <b>15</b> | <b>0</b> | <b>18</b>    |
| <b>SPRING SEMESTER (Second Year)</b>   |                                    |           |           |          |              |
| SGD 134  | SG Quality Assurance               | 2         | 2         | 0        | 3            |
| SGD 288  | SGD Portfolio Design               | 1         | 2         | 0        | 2            |
| SGD 289  | SGD Project                        | 2         | 3         | 0        | 3            |
| Humanities/Fine Arts Elective  |                                    | 3         | 0         | 0        | 3            |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)                                |                                    |           |           |          |              |
| Major Elective   |                                    |           |           |          | 3            |
|  |                                    | <b>8</b>  | <b>7</b>  | <b>0</b> | <b>14</b>    |



|   | Title                     | Class | Work Exp/ |          |  | Credits |
|---|---------------------------|-------|-----------|----------|--|---------|
|   |                           |       | Lab       | Clinical |  |         |
| <b>MAJOR ELECTIVES: for Simulation &amp; Game Development (Select a minimum of 3 hours)</b> |                           |       |           |          |  |         |
| ART 131**   | Drawing I                 | 0     | 6         | 0        |  | 3       |
| CIS 110**   | Introduction to Computers | 2     | 2         | 0        |  | 3       |
| SGD 117   | Art for Games             | 2     | 3         | 0        |  | 3       |
| SGD 163   | SG Documentation          | 2     | 3         | 0        |  | 3       |
| SGD 167   | SG Ethics                 | 3     | 0         | 0        |  | 3       |
| WBL 111   | Work-Based Learning I     | 0     | 0         | 10       |  | 1       |
| WBL 112   | Work-Based Learning I     | 0     | 0         | 20       |  | 2       |
| WBL 113   | Work-Based Learning I     | 0     | 0         | 30       |  | 3       |
| WBL 121   | Work-Based Learning II    | 0     | 0         | 10       |  | 1       |
| WBL 122   | Work-Based Learning II    | 0     | 0         | 20       |  | 2       |
| WBL 123   | Work-Based Learning II    | 0     | 0         | 30       |  | 3       |
| WBL 131   | Work-Based Learning III   | 0     | 0         | 10       |  | 1       |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 69-70**

# IT WEB DESIGN & SUPPORT TRACK

(A25590W)

## *Associate in Applied Science Degree*

**Note: This program is being phased out and will only be available for continuing students through Spring semester 2020.**

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title  | Class                              | Lab       | Work Exp/ |          | Credits      |
|--|------------------------------------|-----------|-----------|----------|--------------|
|  |                                    |           | Clinical  | Credits  |              |
| <b>FALL SEMESTER (First Year)</b>  |                                    |           |           |          |              |
| CIS 110**  | Introduction to Computers          | 2         | 2         | 0        | 3            |
| CTI 110  | Web, Programming and DB Foundation | 2         | 2         | 0        | 3            |
| CTI 120  | Network & Security Foundation      | 2         | 2         | 0        | 3            |
| ENG 110  | Freshman Composition               | 3         | 0         | 0        | 3            |
| <b>OR</b>  |                                    |           |           |          |              |
| ENG 111*   | Writing and Inquiry                | 3         | 0         | 0        | 3            |
| NOS 110  | Operating Systems Concepts         | 2         | 3         | 0        | 3            |
|  |                                    | <b>11</b> | <b>9</b>  | <b>0</b> | <b>15</b>    |
| <b>SPRING SEMESTER (First Year)</b>  |                                    |           |           |          |              |
| CIS 115**  | Intro to Programming & Logic       | 2         | 3         | 0        | 3            |
| DBA 110  | Database Concepts                  | 2         | 3         | 0        | 3            |
| ENG 112*   | Writing/Research in the Disc       | 3         | 0         | 0        | 3            |
| <b>OR</b>  |                                    |           |           |          |              |
| ENG 116  | Technical Report Writing           | 3         | 0         | 0        | 3            |
| WEB 111  | Intro. to Web Graphics             | 2         | 2         | 0        | 3            |
| WEB 115  | Web Markup and Scripting           | 2         | 2         | 0        | 3            |
|  |                                    | <b>11</b> | <b>10</b> | <b>0</b> | <b>15</b>    |
| <b>FALL SEMESTER (Second Year)</b>   |                                    |           |           |          |              |
| CTS 115***   | Info Sys Business Concepts         | 3         | 0         | 0        | 3            |
| CTS 120  | Hardware/Software Support          | 2         | 3         | 0        | 3            |
| WEB 120  | Intro. To Internet Multimedia      | 2         | 2         | 0        | 3            |
| WEB 125  | Mobile Web Design                  | 2         | 2         | 0        | 3            |
| WEB 151  | Mobile Application Dev I           | 2         | 2         | 0        | 3            |
| WEB 250  | Database Driven Websites           | 2         | 2         | 0        | 3            |
| Mathematics Elective   |                                    |           |           |          | 3/4          |
| (MAT 110, MAT 121, MAT 143*, MAT 152*)   |                                    | <b>13</b> | <b>11</b> | <b>0</b> | <b>21/22</b> |
| <b>SPRING SEMESTER (Second Year)</b>   |                                    |           |           |          |              |
| CTI 289  | CTI Capstone Project               | 1         | 6         | 0        | 3            |
| WEB 140  | Web Development Tools              | 2         | 2         | 0        | 3            |
| Humanities/Fine Arts Elective  |                                    |           |           |          | 3            |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)                                |                                    |           |           |          |              |
| Social/Behavioral Science Elective   |                                    |           |           |          | 3            |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                    |           |           |          |              |
| Major Elective   |                                    |           |           |          | 3            |
|  |                                    | <b>3</b>  | <b>8</b>  | <b>0</b> | <b>15</b>    |

| Title  | Class                    | Work Exp/ |          |    | Credits      |
|--|--------------------------|-----------|----------|----|--------------|
|  |                          | Lab       | Clinical |    |              |
| <b>MAJOR ELECTIVE LIST: for Web Design &amp; Support (Select a minimum of 3 hours)</b> |                          |           |          |    |              |
| BUS 270  | Professional Development | 3         | 0        | 0  | 3            |
| CTI 141  | Cloud & Storage Concepts | 1         | 4        | 0  | 3            |
| CTI 150  | Mobile Computing Devices | 2         | 2        | 0  | 3            |
| DBA 115  | Database Applications    | 2         | 2        | 0  | 3            |
| NOS 120  | Linux/UNIX Single User   | 2         | 2        | 0  | 3            |
| SGD 111  | Introduction to SGD      | 2         | 3        | 0  | 3            |
| SGD 112  | SGD Design               | 2         | 3        | 0  | 3            |
| SGD 113  | SGD Programming          | 2         | 3        | 0  | 3            |
| SGD 114  | 3D Modeling              | 2         | 3        | 0  | 3            |
| SGD 116  | Graphic Design Tools     | 2         | 2        | 0  | 3            |
| WBL 111  | Work-Based Learning I    | 0         | 0        | 10 | 1            |
| WBL 112  | Work-Based Learning I    | 0         | 0        | 20 | 2            |
| WBL 113  | Work-Based Learning I    | 0         | 0        | 30 | 3            |
| WBL 121  | Work-Based Learning II   | 0         | 0        | 10 | 1            |
| WBL 122  | Work-Based Learning II   | 0         | 0        | 20 | 2            |
| WBL 123  | Work-Based Learning II   | 0         | 0        | 30 | 3            |
| WBL 131  | Work-Based Learning III  | 0         | 0        | 10 | 1            |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>                                |                          |           |          |    | <b>66-67</b> |

## INFORMATION TECHNOLOGY (D25590) *Diploma*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title   | Class                      | Work Exp/ |           |          | Credits   |
|---|----------------------------|-----------|-----------|----------|-----------|
|   |                            | Lab       | Clinical  |          |           |
| <b>FALL SEMESTER (First Year)</b>                 |                            |           |           |          |           |
| CIS 110   | Introduction to Computers  | 2         | 2         | 0        | 3         |
| CTI 110   | Web, Pgm & DB Foundation   | 2         | 2         | 0        | 3         |
| CTI 120   | Network & Sec Foundation   | 2         | 2         | 0        | 3         |
| CTS 115   | Info Sys Business Concepts | 3         | 0         | 0        | 3         |
| ENG 110   | Freshman Composition       | 3         | 0         | 0        | 3         |
| NOS 110   | Operation Systems Concepts | 2         | 3         | 0        | 3         |
|   |                            | <b>14</b> | <b>9</b>  | <b>0</b> | <b>18</b> |
| <b>SPRING SEMESTER (First Year)</b>               |                            |           |           |          |           |
| CTI 141   | Cloud & Storage Concepts   | 1         | 4         | 0        | 3         |
| CTI 150   | Mobile Computing Devices   | 2         | 2         | 0        | 3         |
| CTS 120   | Hardware/Software Support  | 2         | 3         | 0        | 3         |
| CTS 130   | Spreadsheet                | 2         | 2         | 0        | 3         |
| DBA 110   | Database Concepts          | 2         | 3         | 0        | 3         |
| SOC 210*  | Introduction to Sociology  | 3         | 0         | 0        | 3         |
|   |                            | <b>12</b> | <b>14</b> | <b>0</b> | <b>18</b> |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b> |                            |           |           |          | <b>36</b> |

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

## IT-CISCO NETWORKING

(C25590CN)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

|         | Title                    | Class | Lab | Work Exp/ |         |
|---------|--------------------------|-------|-----|-----------|---------|
|         |                          |       |     | Clinical  | Credits |
| NET 125 | Introduction to Networks | 1     | 4   | 0         | 3       |
| NET 126 | Routing Basics           | 1     | 4   | 0         | 3       |
| NET 225 | Routing & Switching I    | 1     | 4   | 0         | 3       |
| NET 226 | Routing & Switching II   | 1     | 4   | 0         | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 12**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

## IT-CYBER SECURITY SUPPORT

(C25590Y)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

|         | Title                         | Class | Lab | Work Exp/ |         |
|---------|-------------------------------|-------|-----|-----------|---------|
|         |                               |       |     | Clinical  | Credits |
| CCT 110 | Intro to Cyber Crime          | 3     | 0   | 0         | 3       |
| CTI 120 | Network & Security Foundation | 2     | 2   | 0         | 3       |
| NOS 110 | Operating Systems Concepts    | 2     | 3   | 0         | 3       |
| SEC 110 | Security Concepts             | 2     | 2   | 0         | 3       |
| SEC 150 | Secure Communications         | 2     | 2   | 0         | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 15**

## IT-HEALTHCARE INFORMATICS SUPPORT

(C25590H)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

|           | Title                              | Class | Lab | Work Exp/ |         |
|-----------|------------------------------------|-------|-----|-----------|---------|
|           |                                    |       |     | Clinical  | Credits |
| CIS 110** | Introduction to Computers          | 2     | 2   | 0         | 3       |
| CTI 110   | Web, Programming and DB Foundation | 2     | 2   | 0         | 3       |
| CTI 120   | Network & Security Foundation      | 2     | 2   | 0         | 3       |
| HBI 110   | Issues and Trends in HBI           | 3     | 0   | 0         | 3       |
| HBI 113   | Survey of Med Insurance            | 3     | 0   | 0         | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 15**

# IT-SIMULATION & GAME DEVELOPMENT DESIGN FUNDAMENTALS

(C25590SG)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|         | Title                | Class | Lab | Work Exp/ |         |
|---------|----------------------|-------|-----|-----------|---------|
|         |                      |       |     | Clinical  | Credits |
| SGD 111 | Introduction to SGD  | 2     | 3   | 0         | 3       |
| SGD 112 | SGD Design           | 2     | 3   | 0         | 3       |
| SGD 113 | SGD Programming      | 2     | 3   | 0         | 3       |
| SGD 114 | 3D Modeling          | 2     | 3   | 0         | 3       |
| SGD 116 | Graphic Design Tools | 2     | 2   | 0         | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 15**

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# IT-SOFTWARE SPECIALIST

(C25590C)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|         | Title                     | Class | Lab | Work Exp/ |         |
|---------|---------------------------|-------|-----|-----------|---------|
|         |                           |       |     | Clinical  | Credits |
| CIS 110 | Introduction to Computers | 2     | 2   | 0         | 3       |
| CTI 110 | Web, Pgm, & DB Foundation | 2     | 2   | 0         | 3       |
| CTI 120 | Network & Sec Foundation  | 2     | 2   | 0         | 3       |
| CTS 130 | Spreadsheet               | 2     | 2   | 0         | 3       |
| DBA 110 | Database Concepts         | 2     | 3   | 0         | 3       |

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

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# LATERAL ENTRY

(C55430)

## *Certificate*

The Lateral Entry curriculum, provides a course of study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Course work includes human growth and development, learning theory, instructional technology, school policies and procedures, home, school, and community collaborations, and classroom organization and management to enhance learning. Courses offered by partnering senior institutions include instructional methods, literacy and diversity.

Graduates should meet the general pedagogy competencies within the first three years of teaching, including a minimum of six semester hours per school year. Additional requirements, such as pre-service training and passing the PRAXIS, are required for licensure.

*For further information go to the Regional Alternative Licensing Centers website at <http://www.ralc.us/>.*

[**Note:** A baccalaureate degree is required for participation in the Lateral Entry Certificate program.]

### COURSE AND HOUR REQUIREMENTS

|         | Title                       | Class | Work Exp/ |          |   | Credits |
|---------|-----------------------------|-------|-----------|----------|---|---------|
|         |                             |       | Lab       | Clinical |   |         |
| EDU 131 | Child, Family and Community | 3     | 0         | 0        | 3 |         |
| EDU 163 | Classroom Mgt & Instruct    | 3     | 0         | 0        | 3 |         |
| EDU 243 | Learning Theory             | 3     | 0         | 0        | 3 |         |
| EDU 245 | Policies and Procedures     | 3     | 0         | 0        | 3 |         |
| EDU 271 | Educational Technology      | 2     | 2         | 0        | 3 |         |

#### **Required Subject Areas:**

##### **Human Development: (Select one)**

|           |                          |   |   |   |   |
|-----------|--------------------------|---|---|---|---|
| EDU 244   | Human Growth/Development | 3 | 0 | 0 | 3 |
|           | <b>OR</b>                |   |   |   |   |
| PSY 241** | Developmental Psychology | 3 | 0 | 0 | 3 |

#### **Required courses that must be offered by partnering senior institution:**

|   |          |          |          |          |
|---|----------|----------|----------|----------|
| <b>Literacy/Reading Methods</b>                                       | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |
| <b>Instructional Methods</b>  | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |
| <b>Meeting Special Learning Needs, Exceptionalities and Diversity</b> | <b>3</b> | <b>0</b> | <b>0</b> | <b>3</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 27**

# MAGNETIC RESONANCE IMAGING

(D45800)

## *Diploma*

The Magnetic Resonance Imaging (MRI) curriculum prepares students to become MRI technologists and skilled healthcare professionals who are trained to use magnetic energy fields to produce images of the human body.

Individuals entering this curriculum must be registered or registry-eligible by the American Registry of Radiologic Technologists (ARRT) in radiography, radiation therapy, nuclear medicine technology, or Sonography. Nuclear medicine technology applicants may also be registered or registry eligible by the Nuclear Medicine Technology Certification Board (NMTCB). Sonography applicants may also be registered or registry eligible by the American Registry for Diagnostic Medical Sonography (ARDMS).

Course work includes clinical rotations, imaging fundamentals, MRI physics, procedures, anatomy, pathology, patient care, and imaging ethics and law in a medical environment. Students should be able to demonstrate all functional areas related to the magnetic resonance imaging field.

Graduates of accredited programs may be eligible to take the ARRT national examination for certification and registration as MRI technologists. Graduates may be employed in hospitals, outpatient clinics, physicians' offices, government agencies, and research.

ECC is approved by the North Carolina Community College System to offer the Magnetic Resonance Imaging Curriculum. ECC has entered into a Level III Instructional Service Agreement with Johnston Community College and Vance-Granville Community College to better meet the needs of healthcare facilities across eastern North Carolina. This collaborative program is referred to as the Eastern North Carolina Consortium of Computed Tomography and Magnetic Resonance Imaging program. Each semester the curriculum is offered through ECC and taught at one or more of the colleges within the Consortium.

In all health sciences programs, students are assigned clinical rotations with area health care agencies. The student must meet employee health standards and the criminal background and/or drug screening requirements of the agency at the student's expense prior to or at any time after beginning the program.

## COURSE AND HOUR REQUIREMENTS

| Title  | Class               | Work Exp/ |          |         |   |
|--|---------------------|-----------|----------|---------|---|
|  |                     | Lab       | Clinical | Credits |   |
| <b>I. GENERAL EDUCATION COURSES</b>  |                     |           |          |         |   |
| <b>Communications:</b>   |                     |           |          |         |   |
| ENG 111*   | Writing and Inquiry | 3         | 0        | 0       | 3 |
| <b>Social/Behavioral Science Elective: (Select one)*</b>                                   |                     |           |          |         |   |
| (ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 150*, SOC 210*) |                     |           |          |         |   |

|                          | Title                      | Class | Work Exp/ |          |  | Credits |
|--------------------------|----------------------------|-------|-----------|----------|--|---------|
|                          |                            |       | Lab       | Clinical |  |         |
| <b>II. MAJOR COURSES</b> |                            |       |           |          |  |         |
| MRI 213                  | MRI Patient Care & Safety  | 2     | 0         | 0        |  | 2       |
| MRI 214                  | MRI Procedures I           | 2     | 0         | 0        |  | 2       |
| MRI 215                  | MRI Procedures II          | 2     | 0         | 0        |  | 2       |
| MRI 216                  | MRI Instrumentation        | 2     | 0         | 0        |  | 2       |
| MRI 217                  | MRI Physics I              | 2     | 0         | 0        |  | 2       |
| MRI 218                  | MRI Physics II             | 2     | 0         | 0        |  | 2       |
| MRI 241                  | MRI Anatomy & Pathology I  | 2     | 0         | 0        |  | 2       |
| MRI 242                  | MRI Anatomy & Pathology II | 2     | 0         | 0        |  | 2       |
| MRI 250                  | MRI Clinical Education I   | 0     | 0         | 12       |  | 4       |
| MRI 260                  | MRI Clinical Education II  | 0     | 0         | 21       |  | 7       |
| MRI 270                  | MRI Clinical Education III | 0     | 0         | 24       |  | 8       |
| MRI 271                  | MRI Capstone               | 1     | 0         | 0        |  | 1       |

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 42**

*Note: Diploma is awarded by Edgecombe Community College*



# MECHATRONICS ENGINEERING TECHNOLOGY

(A40350)

## *Associate in Applied Science Degree*

This curriculum is designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes.

Course work will prepare students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, and other electromechanical systems. The program includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures.

Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title                          | Class        | Work Exp/ |          |              | Credits |
|---|--------------------------------|--------------|-----------|----------|--------------|---------|
|   |                                |              | Lab       | Clinical | Credits      |         |
| <b>FALL SEMESTER (First Year)</b>   |                                |              |           |          |              |         |
| ACA 115   | Success & Study Skills         | 0            | 2         | 0        | 1            |         |
| ELC 131   | Circuit Analysis I             | 3            | 3         | 0        | 4            |         |
| ENG 110   | Freshman Composition           | 3            | 0         | 0        | 3            |         |
| <b>OR</b>   |                                |              |           |          |              |         |
| ENG 111*  | Writing and Inquiry            | 3            | 0         | 0        | 3            |         |
| ISC 112   | Industrial Safety              | 2            | 0         | 0        | 2            |         |
| MAT 121   | Algebra/Trigonometry I         | 2            | 2         | 0        | 3            |         |
| <b>OR</b>   |                                |              |           |          |              |         |
| MAT 171*  | Precalculus Algebra            | 3            | 2         | 0        | 4            |         |
| MEC 130   | Mechanisms                     | 2            | 2         | 0        | 3            |         |
|   |                                | <b>12/13</b> | <b>9</b>  | <b>0</b> | <b>16/17</b> |         |
| <b>SPRING SEMESTER (First Year)</b>   |                                |              |           |          |              |         |
| CIS 110**   | Introduction to Computers      | 2            | 2         | 0        | 3            |         |
| DFT 154   | Introduction to Solid Modeling | 2            | 3         | 0        | 3            |         |
| ELC 130   | Advanced Motors/Controls       | 2            | 2         | 0        | 3            |         |
| ENG 112*  | Writing/Research in the Disc   | 3            | 0         | 0        | 3            |         |
| <b>OR</b>   |                                |              |           |          |              |         |
| ENG 116   | Technical Report Writing       | 3            | 0         | 0        | 3            |         |
| PHY 131   | Physics - Mechanics            | 3            | 2         | 0        | 4            |         |
|   |                                | <b>12</b>    | <b>9</b>  | <b>0</b> | <b>16</b>    |         |
| <b>FALL SEMESTER (Second Year)</b>  |                                |              |           |          |              |         |
| ATR 112   | Introduction to Automation     | 2            | 3         | 0        | 3            |         |
| ELC 213   | Instrumentation                | 3            | 2         | 0        | 4            |         |
| HYD 110   | Hydraulics/Pneumatics I        | 2            | 3         | 0        | 3            |         |
| MEC 161   | Manufacturing Processes I      | 3            | 0         | 0        | 3            |         |
| MEC 161A  | Manufacturing Processes I Lab  | 0            | 3         | 0        | 1            |         |
| Social/Behavioral Science Elective  |                                |              |           |          |              | 3       |
| (ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                |              |           |          |              |         |
|   |                                | <b>10</b>    | <b>11</b> | <b>0</b> | <b>17</b>    |         |

| Title   | Class                          | Work Exp/ |          |          | Credits   |
|---|--------------------------------|-----------|----------|----------|-----------|
|   |                                | Lab       | Clinical |          |           |
| <b>SPRING SEMESTER (Second Year)</b>                        |                                |           |          |          |           |
| ATR 280   | Robotic Fundamentals           | 3         | 2        | 0        | 4         |
| ELN 260   | Programmable Logic Controllers | 3         | 3        | 0        | 4         |
| MEC 260   | Fundamentals of Machine Design | 2         | 3        | 0        | 3         |
| Humanities/Fine Arts Elective                               |                                |           |          |          | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115* |                                |           |          |          |           |
| HUM 122*, MUS 110*, MUS 112*, PHI 215*, PHI 240*)           |                                |           |          |          |           |
| Major Elective  |                                |           |          |          | 3         |
|   |                                | <b>8</b>  | <b>8</b> | <b>0</b> | <b>17</b> |

**MAJOR ELECTIVE LIST: (Select a minimum of 3 hours)**

|           |                          |   |   |    |   |
|-----------|--------------------------|---|---|----|---|
| ELC 115   | Industrial Wiring        | 2 | 6 | 0  | 4 |
| ELC 133   | Circuit Analysis II      | 3 | 3 | 0  | 4 |
| ELC 215   | Electrical Maintenance   | 2 | 3 | 0  | 3 |
| ELN 131   | Analog Electronics I     | 3 | 3 | 0  | 4 |
| ELN 133   | Digital Electronics      | 3 | 3 | 0  | 4 |
| MAT 122   | Algebra/Trigonometry II  | 2 | 2 | 0  | 3 |
| <b>OR</b> |                          |   |   |    |   |
| MAT 172*  | Precalculus Trigonometry | 3 | 2 | 0  | 4 |
| WBL 111   | Work-Based Learning I    | 0 | 0 | 10 | 1 |
| WBL 112   | Work-Based Learning I    | 0 | 0 | 20 | 2 |
| WBL 113   | Work-Based Learning I    | 0 | 0 | 30 | 3 |
| WBL 121   | Work-Based Learning II   | 0 | 0 | 10 | 1 |
| WBL 122   | Work-Based Learning II   | 0 | 0 | 20 | 2 |
| WBL 123   | Work-Based Learning II   | 0 | 0 | 30 | 3 |
| WBL 131   | Work-Based Learning III  | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 66-67**

## Entry Level Mechatronics

(C40350A)

### *Certificate*

**COURSE AND HOUR REQUIREMENTS**

| Title     | Class                     | Work Exp/ |          |   | Credits |
|-----------|---------------------------|-----------|----------|---|---------|
|           |                           | Lab       | Clinical |   |         |
| CIS 110** | Introduction to Computers | 2         | 2        | 0 | 3       |
| ELC 131   | Circuit Analysis I        | 3         | 3        | 0 | 4       |
| ISC 112   | Industrial Safety         | 2         | 0        | 0 | 2       |
| MEC 130   | Mechanisms                | 2         | 2        | 0 | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 12**

# Programmable Logic Controllers

(C40350P)

## Certificate

### COURSE AND HOUR REQUIREMENTS

|         | Title                          | Class | Work Exp/ |          |   | Credits |
|---------|--------------------------------|-------|-----------|----------|---|---------|
|         |                                |       | Lab       | Clinical |   |         |
| ATR 112 | Introduction to Automation     | 2     | 3         | 0        | 3 |         |
| ELC 130 | Advanced Motors/Controls       | 2     | 2         | 0        | 3 |         |
| ELC 131 | Circuit Analysis I             | 3     | 3         | 0        | 4 |         |
| ELN 260 | Programmable Logic Controllers | 3     | 3         | 0        | 4 |         |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 14**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# Robotics and Machine Design

(C40350C)

## Certificate

### COURSE AND HOUR REQUIREMENTS

|         | Title                          | Class | Work Exp/ |          |   | Credits |
|---------|--------------------------------|-------|-----------|----------|---|---------|
|         |                                |       | Lab       | Clinical |   |         |
| ATR 280 | Robotic Fundamentals           | 3     | 2         | 0        | 4 |         |
| DFT 154 | Introduction to Solid Modeling | 2     | 3         | 0        | 3 |         |
| ELC 131 | Circuit Analysis I             | 3     | 3         | 0        | 4 |         |
| HYD 110 | Hydraulics/Pneumatics I        | 2     | 3         | 0        | 3 |         |
| MEC 130 | Mechanisms                     | 2     | 2         | 0        | 3 |         |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 17**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# MEDICAL ASSISTING

(A45400)

## *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, 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.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title                               | Class     | Work Exp/ |           |           |
|-------------------------------------|-------------------------------------|-----------|-----------|-----------|-----------|
|                                     |                                     |           | Lab       | Clinical  | Credits   |
| <b>FALL SEMESTER (First Year)</b>   |                                     |           |           |           |           |
| BIO 163***                          | Basic Anatomy & Physiology          | 4         | 2         | 0         | 5         |
| MED 110                             | Orientation to Medical Assisting    | 1         | 0         | 0         | 1         |
| MED 121                             | Medical Terminology I               | 3         | 0         | 0         | 3         |
| MED 130                             | Administrative Office Procedures I  | 1         | 2         | 0         | 2         |
| MED 140                             | Exam Room Procedures I              | 3         | 4         | 0         | 5         |
|                                     |                                     | <b>12</b> | <b>8</b>  | <b>0</b>  | <b>16</b> |
| <b>SPRING SEMESTER (First Year)</b> |                                     |           |           |           |           |
| ENG 111*                            | Writing and Inquiry                 | 3         | 0         | 0         | 3         |
| MED 118                             | Medical Law & Ethics                | 2         | 0         | 0         | 2         |
| MED 122                             | Medical Terminology II              | 3         | 0         | 0         | 3         |
| MED 131                             | Administrative Office Procedures II | 1         | 2         | 0         | 2         |
| MED 150                             | Lab Procedures I                    | 3         | 4         | 0         | 5         |
|                                     |                                     | <b>12</b> | <b>6</b>  | <b>0</b>  | <b>15</b> |
| <b>SUMMER SEMESTER (First Year)</b> |                                     |           |           |           |           |
| MED 260                             | MED Clinical Practicum              | 0         | 0         | 15        | 5         |
| MED 262                             | Clinical Perspectives               | 1         | 0         | 0         | 1         |
| MED 264                             | Medical Assisting Overview          | 2         | 0         | 0         | 2         |
| PSY 150*                            | General Psychology                  | 3         | 0         | 0         | 3         |
|                                     |                                     | <b>6</b>  | <b>0</b>  | <b>15</b> | <b>11</b> |
| <b>FALL SEMESTER (Second Year)</b>  |                                     |           |           |           |           |
| CIS 110**                           | Introduction to Computers           | 2         | 2         | 0         | 3         |
| MAT 110                             | Math Measurement & Literacy         | 2         | 2         | 0         | 3         |
|                                     | <b>OR</b>                           |           |           |           |           |
| MAT 143*                            | Quantitative Literacy               | 2         | 2         | 0         | 3         |
| MED 232                             | Medical Insurance Coding            | 1         | 3         | 0         | 2         |
| MED 272                             | Drug Therapy                        | 3         | 0         | 0         | 3         |
| OST 131                             | Keyboarding                         | 1         | 2         | 0         | 2         |
|                                     |                                     | <b>10</b> | <b>7</b>  | <b>0</b>  | <b>10</b> |

| Title   | Class                        | Work Exp/ |          |          |           |
|---|------------------------------|-----------|----------|----------|-----------|
|   |                              | Lab       | Clinical | Credits  |           |
| <b>SPRING SEMESTER (Second Year)</b>  |                              |           |          |          |           |
| ENG 112*  | Writing/Research in the Disc | 3         | 0        | 0        | 3         |
| MED 270   | Symptomatology               | 3         | 2        | 0        | 3         |
| OST 136   | Word Processing              | 2         | 2        | 0        | 3         |
| Humanities/Fine Arts Elective   |                              | 3         | 0        | 0        | 3         |
| (ART 111*, ART 114*, ART 115*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                              |           |          |          |           |
|   |                              | <b>11</b> | <b>4</b> | <b>0</b> | <b>12</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 64**

## MEDICAL ASSISTING

(D45400)

### *Diploma*

#### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title                               | Class                               | Work Exp/ |          |           |           |
|-------------------------------------|-------------------------------------|-----------|----------|-----------|-----------|
|                                     |                                     | Lab       | Clinical | Credits   |           |
| <b>FALL SEMESTER (First Year)</b>   |                                     |           |          |           |           |
| BIO 163***                          | Basic Anatomy & Physiology          | 4         | 2        | 0         | 5         |
| MED 110                             | Orientation to Medical Assisting    | 1         | 0        | 0         | 1         |
| MED 121                             | Medical Terminology I               | 3         | 0        | 0         | 3         |
| MED 130                             | Administrative Office Procedures I  | 1         | 2        | 0         | 2         |
| MED 140                             | Exam Room Procedures I              | 3         | 4        | 0         | 5         |
|                                     |                                     | <b>12</b> | <b>8</b> | <b>0</b>  | <b>16</b> |
| <b>SPRING SEMESTER (First Year)</b> |                                     |           |          |           |           |
| ENG 111*                            | Writing and Inquiry                 | 3         | 0        | 0         | 3         |
| MED 118                             | Medical Law & Ethics                | 2         | 0        | 0         | 2         |
| MED 122                             | Medical Terminology II              | 3         | 0        | 0         | 3         |
| MED 131                             | Administrative Office Procedures II | 1         | 2        | 0         | 2         |
| MED 150                             | Lab Procedures I                    | 3         | 4        | 0         | 5         |
|                                     |                                     | <b>12</b> | <b>6</b> | <b>0</b>  | <b>15</b> |
| <b>SUMMER SEMESTER (First Year)</b> |                                     |           |          |           |           |
| MED 260                             | MED Clinical Practicum              | 0         | 0        | 15        | 5         |
| MED 262                             | Clinical Perspectives               | 1         | 0        | 0         | 1         |
| MED 264                             | Medical Assisting Overview          | 2         | 0        | 0         | 2         |
| PSY 150*                            | General Psychology                  | 3         | 0        | 0         | 3         |
|                                     |                                     | <b>6</b>  | <b>0</b> | <b>15</b> | <b>11</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 42**

# MEDICAL OFFICE ADMINISTRATION

## General

(A25310)

### *Associate in Applied Science Degree*

This curriculum prepares individuals for employment in medical and other health-care related offices.

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

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

#### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title   | Class     | Work Exp/ |          | Credits    |
|-------------------------------------|---|-----------|-----------|----------|------------|
|                                     |   |           | Lab       | Clinical |            |
| <b>FALL SEMESTER (First Year)</b>   |   |           |           |          |            |
| ACA 115                             | Success & Study Skills  | 0         | 2         | 0        | 1          |
| CIS 110**                           | Introduction to Computers   | 2         | 2         | 0        | 3          |
| ENG 110                             | Freshman Composition  | 3         | 0         | 0        | 3          |
| <b>OR</b>                           |   |           |           |          |            |
| ENG 111*                            | Writing and Inquiry   | 3         | 0         | 0        | 3          |
| OST 131                             | Keyboarding   | 1         | 2         | 0        | 2          |
| OST 141                             | Med Office Terms I  | 3         | 0         | 0        | 3          |
| OST 142                             | Med Office Terms II   | 3         | 0         | 0        | 3          |
|                                     |   | <b>12</b> | <b>6</b>  | <b>0</b> | <b>15</b>  |
| <b>SPRING SEMESTER (First Year)</b> |   |           |           |          |            |
| ENG 112*                            | Writing/Research in the Disc  | 3         | 0         | 0        | 3          |
| <b>OR</b>                           |   |           |           |          |            |
| ENG 116                             | Technical Report Writing  | 3         | 0         | 0        | 3          |
| OST 134                             | Text Entry & Formatting   | 2         | 2         | 0        | 3          |
| OST 136                             | Word Processing   | 2         | 2         | 0        | 3          |
| OST 148                             | Medical Ins & Billing   | 3         | 0         | 0        | 3          |
| OST 164                             | Office Editing  | 3         | 0         | 0        | 3          |
|                                     |   | <b>13</b> | <b>4</b>  | <b>0</b> | <b>15</b>  |
| <b>SUMMER SEMESTER (First Year)</b> |   |           |           |          |            |
|                                     | Humanities/Fine Arts Elective   | 3         | 0         | 0        | 3          |
|                                     | <small>(ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)</small> |           |           |          |            |
|                                     | Mathematics Elective  |           |           |          | 3-4        |
|                                     | <small>(MAT 110*, MAT 143*, MAT 152*)</small>   |           |           |          |            |
|                                     |   | <b>3</b>  | <b>0</b>  | <b>0</b> | <b>6-7</b> |
| <b>FALL SEMESTER (Second Year)</b>  |   |           |           |          |            |
| OST 138                             | Office Applications II  | 2         | 2         | 0        | 3          |
| OST 149                             | Medical Legal Issues  | 3         | 0         | 0        | 3          |
| OST 165                             | Adv Office Editing  | 2         | 2         | 0        | 3          |
| OST 181                             | Office Procedures   | 2         | 2         | 0        | 3          |
|                                     | Major Elective  |           |           |          | 2          |
|                                     |   | <b>9</b>  | <b>6</b>  | <b>0</b> | <b>14</b>  |

| Title  | Class                         | Work Exp/ |          |          |           |
|--|-------------------------------|-----------|----------|----------|-----------|
|  |                               | Lab       | Clinical | Credits  |           |
| <b>SPRING SEMESTER (Second Year)</b>   |                               |           |          |          |           |
| OST 145  | Social Media for Office Prof  | 2         | 2        | 0        | 3         |
| OST 159  | Office Ethics                 | 3         | 0        | 0        | 3         |
| OST 263  | Healthcare Customer Relations | 3         | 0        | 0        | 3         |
| OST 280  | Electronic Health Records     | 2         | 2        | 0        | 3         |
| Social/Behavioral Science Elective   |                               | 3         | 0        | 0        | 3         |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                               |           |          |          |           |
|  |                               | <b>13</b> | <b>4</b> | <b>0</b> | <b>15</b> |

**MAJOR ELECTIVE LIST (Select a minimum of 2 hours)**

|         |                           |   |   |    |   |
|---------|---------------------------|---|---|----|---|
| OST 140 | Internet Comm/Research    | 1 | 2 | 0  | 2 |
| OST 161 | Medical Office Procedures | 2 | 2 | 0  | 3 |
| OST 236 | Adv Word Processing       | 2 | 2 | 0  | 3 |
| OST 247 | Procedure Coding          | 2 | 2 | 0  | 3 |
| OST 248 | Diagnostic Coding         | 2 | 2 | 0  | 3 |
| OST 289 | Office Admin Capstone     | 2 | 2 | 0  | 3 |
| WBL 111 | Work-Based Learning I     | 0 | 0 | 10 | 1 |
| WBL 112 | Work-Based Learning I     | 0 | 0 | 20 | 2 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 65-66**

# MEDICAL OFFICE ADMINISTRATION

## Medical Coding Specialist

(A25310)

### *Associate in Applied Science Degree*

This curriculum prepares individuals for employment in medical and other health-care related offices.

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

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

#### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title  | Class                        | Work Exp/ |          |          | Credits    |
|--|------------------------------|-----------|----------|----------|------------|
|  |                              | Lab       | Clinical |          |            |
| <b>FALL SEMESTER (First Year)</b>  |                              |           |          |          |            |
| ACA 115  | Success & Study Skills       | 0         | 2        | 0        | 1          |
| CIS 110**  | Introduction to Computers    | 2         | 2        | 0        | 3          |
| ENG 110  | Freshman Composition         | 3         | 0        | 0        | 3          |
| <b>OR</b>  |                              |           |          |          |            |
| ENG 111*   | Writing and Inquiry          | 3         | 0        | 0        | 3          |
| OST 131  | Keyboarding                  | 1         | 2        | 0        | 2          |
| OST 141  | Medical Office Terms I       | 3         | 0        | 0        | 3          |
| OST 142  | Medical Office Terms II      | 3         | 0        | 0        | 3          |
|  |                              | <b>12</b> | <b>6</b> | <b>0</b> | <b>15</b>  |
| <b>SPRING SEMESTER (First Year)</b>  |                              |           |          |          |            |
| ENG 112*   | Writing/Research in the Disc | 3         | 0        | 0        | 3          |
| <b>OR</b>  |                              |           |          |          |            |
| ENG 116  | Technical Report Writing     | 3         | 0        | 0        | 3          |
| OST 136  | Word Processing              | 2         | 2        | 0        | 3          |
| OST 148  | Medical Ins & Billing        | 3         | 0        | 0        | 3          |
| OST 164  | Office Editing               | 3         | 0        | 0        | 3          |
| OST 248  | Diagnostic Coding            | 2         | 2        | 0        | 3          |
|  |                              | <b>13</b> | <b>4</b> | <b>0</b> | <b>15</b>  |
| <b>SUMMER SEMESTER (First Year)</b>  |                              |           |          |          |            |
| Humanities/Fine Arts Elective  |                              | 3         | 0        | 0        | 3          |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                              |           |          |          |            |
| Mathematics Elective   |                              |           |          |          | 3/4        |
| (MAT 110*, MAT 143*, MAT 152*)   |                              | <b>3</b>  | <b>0</b> | <b>0</b> | <b>6/7</b> |



| Title                              | Class                  | Work Exp/ |          |          |           |
|------------------------------------|------------------------|-----------|----------|----------|-----------|
|                                    |                        | Lab       | Clinical | Credits  |           |
| <b>FALL SEMESTER (Second Year)</b> |                        |           |          |          |           |
| OST 138                            | Office Applications II | 2         | 2        | 0        | 3         |
| OST 149                            | Medical Legal Issues   | 3         | 0        | 0        | 3         |
| OST 181                            | Office Procedures      | 2         | 2        | 0        | 3         |
| OST 247                            | Procedure Coding       | 2         | 2        | 0        | 3         |
| Major Elective                     |                        |           |          |          | 2         |
|                                    |                        | <b>9</b>  | <b>6</b> | <b>0</b> | <b>14</b> |

|  |                               |           |          |          |           |
|--|-------------------------------|-----------|----------|----------|-----------|
| <b>SPRING SEMESTER (Second Year)</b>   |                               |           |          |          |           |
| OST 249  | Med Coding Certification Prep | 2         | 3        | 0        | 3         |
| OST 260  | Adv Coding Methodologies      | 2         | 2        | 0        | 3         |
| OST 263  | Healthcare Customer Relations | 3         | 0        | 0        | 3         |
| OST 280  | Electronic Health Records     | 2         | 2        | 0        | 3         |
| Social/Behavioral Science Elective   |                               | 3         | 0        | 0        | 3         |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                               |           |          |          |           |
|  |                               | <b>12</b> | <b>7</b> | <b>0</b> | <b>15</b> |

|  |                           |   |   |    |   |
|--|---------------------------|---|---|----|---|
| <b>MAJOR ELECTIVE LIST (Select a minimum of 2 hours)</b> |                           |   |   |    |   |
| OST 140  | Internet Comm/Research    | 1 | 2 | 0  | 2 |
| OST 161  | Medical Office Procedures | 2 | 2 | 0  | 3 |
| OST 165  | Adv Office Editing        | 2 | 2 | 0  | 3 |
| OST 250  | Long-Term Care Coding     | 1 | 2 | 0  | 2 |
| OST 289  | Office Admin Capstone     | 2 | 2 | 0  | 3 |
| WBL 111  | Work-Based Learning I     | 0 | 0 | 10 | 1 |
| WBL 112  | Work-Based Learning I     | 0 | 0 | 20 | 2 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 65-66**

## MEDICAL CODING SPECIALIST

(C25310P)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

| Title   | Class                         | Work Exp/ |          |         |   |
|---------|-------------------------------|-----------|----------|---------|---|
|         |                               | Lab       | Clinical | Credits |   |
| OST 141 | Med Office Terms I            | 3         | 0        | 0       | 3 |
| OST 142 | Med Office Terms II           | 3         | 0        | 0       | 3 |
| OST 148 | Medical Ins & Billing         | 3         | 0        | 0       | 3 |
| OST 247 | Procedure Coding              | 2         | 2        | 0       | 3 |
| OST 248 | Diagnostic Coding             | 2         | 2        | 0       | 3 |
| OST 249 | Med Coding Certification Prep | 3         | 2        | 0       | 3 |

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

# MEDICAL ADMINISTRATIVE ASSISTANT I

(C25310A)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|           | Title                     | Class | Work Exp/ |          |   | Credits |
|-----------|---------------------------|-------|-----------|----------|---|---------|
|           |                           |       | Lab       | Clinical |   |         |
| CIS 110** | Introduction to Computers | 2     | 2         | 0        | 3 |         |
| OST 131   | Keyboarding               | 1     | 2         | 0        | 2 |         |
| OST 141   | Med Office Terms I        | 3     | 0         | 0        | 3 |         |
| OST 142   | Med Office Terms II       | 3     | 0         | 0        | 3 |         |
| OST 148   | Medical Ins & Billing     | 3     | 0         | 0        | 3 |         |
| OST 181   | Office Procedures         | 2     | 2         | 0        | 3 |         |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 17**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# MEDICAL ADMINISTRATIVE ASSISTANT II

(C25310T)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|                | Title                         | Class | Work Exp/ |          |   | Credits |
|----------------|-------------------------------|-------|-----------|----------|---|---------|
|                |                               |       | Lab       | Clinical |   |         |
| OST 136        | Word Processing               | 2     | 2         | 0        | 3 |         |
| OST 149        | Medical Legal Issues          | 3     | 0         | 0        | 3 |         |
| OST 159        | Office Ethics                 | 3     | 0         | 0        | 3 |         |
| OST 263        | Healthcare Customer Relations | 3     | 0         | 0        | 3 |         |
| OST 280        | Electronic Health Records     | 2     | 2         | 0        | 3 |         |
| Major Elective |                               |       |           |          | 3 |         |

#### MAJOR ELECTIVE LIST (Select a minimum of 3 hours)

|         |                              |   |   |   |   |
|---------|------------------------------|---|---|---|---|
| OST 145 | Social Media for Office Prof | 2 | 2 | 0 | 3 |
| OST 161 | Medical Office Procedures    | 2 | 2 | 0 | 3 |
| OST 164 | Office Editing               | 3 | 0 | 0 | 3 |
| OST 247 | Procedure Coding             | 2 | 2 | 0 | 3 |
| OST 248 | Diagnostic Coding            | 2 | 2 | 0 | 3 |

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

# OFFICE ADMINISTRATION

(A25370)

## *Associate in Applied Science Degree*

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

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

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

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  |                              | Work Exp/ |           |          |            |
|--|------------------------------|-----------|-----------|----------|------------|
|  | Title                        | Class     | Lab       | Clinical | Credits    |
| <b>FALL SEMESTER (First Year)</b>  |                              |           |           |          |            |
| ACA 115  | Success & Study Skills       | 0         | 2         | 0        | 1          |
| CIS 110**  | Introduction to Computers    | 2         | 2         | 0        | 3          |
| ENG 110  | Freshman Composition         | 3         | 0         | 0        | 3          |
| <b>OR</b>  |                              |           |           |          |            |
| ENG 111*   | Writing and Inquiry          | 3         | 0         | 0        | 3          |
| OST 131  | Keyboarding                  | 1         | 2         | 0        | 2          |
| OST 140  | Internet Comm/Research       | 1         | 2         | 0        | 2          |
| OST 181  | Office Procedures            | 2         | 2         | 0        | 3          |
|  |                              | <b>9</b>  | <b>10</b> | <b>0</b> | <b>14</b>  |
| <b>SPRING SEMESTER (First Year)</b>  |                              |           |           |          |            |
| ENG 112*   | Writing/Research in the Disc | 3         | 0         | 0        | 3          |
| <b>OR</b>  |                              |           |           |          |            |
| ENG 116  | Technical Report Writing     | 3         | 0         | 0        | 3          |
| OST 134  | Text Entry & Formatting      | 2         | 2         | 0        | 3          |
| OST 136  | Word Processing              | 2         | 2         | 0        | 3          |
| OST 159  | Office Ethics                | 3         | 0         | 0        | 3          |
| OST 164  | Office Editing               | 3         | 0         | 0        | 3          |
|  |                              | <b>13</b> | <b>4</b>  | <b>0</b> | <b>15</b>  |
| <b>SUMMER SEMESTER (First Year)</b>  |                              |           |           |          |            |
| Mathematics Elective   |                              |           |           |          | 3/4        |
| (MAT 110, MAT 143*, MAT 152*)  |                              |           |           |          |            |
| Humanities/Fine Arts Elective  |                              |           |           |          | 3          |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                              |           |           |          |            |
|  |                              | <b>3</b>  | <b>0</b>  | <b>0</b> | <b>6/7</b> |
| <b>FALL SEMESTER (Second Year)</b>   |                              |           |           |          |            |
| OST 135  | Adv Text Entry & Format      | 2         | 2         | 0        | 3          |
| OST 138  | Office Applications II       | 2         | 2         | 0        | 3          |
| OST 153  | Office Finance Solutions     | 2         | 2         | 0        | 3          |
| OST 165  | Adv Office Editing           | 2         | 2         | 0        | 3          |
| OST 236  | Adv Word Processing          | 2         | 2         | 0        | 3          |
|  |                              | <b>10</b> | <b>10</b> | <b>0</b> | <b>15</b>  |

| Title  |                                    | Class    | Lab      | Work Exp/ |              |
|--|------------------------------------|----------|----------|-----------|--------------|
|  |                                    |          |          | Clinical  | Credits      |
| <b>SPRING SEMESTER (Second Year)</b>   |                                    |          |          |           |              |
| OST 145  | Social Media for Office Prof       | 2        | 2        | 0         | 3            |
| OST 184  | Records Management                 | 2        | 2        | 0         | 3            |
| OST 289  | Office Admin Capstone              | 2        | 2        | 0         | 3            |
|  | Social/Behavioral Science Elective | 3        | 0        | 0         | 3            |
| (ECO 151**, ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                    |          |          |           |              |
|  | Major Elective                     |          |          |           | 2            |
|  |                                    | <b>9</b> | <b>6</b> | <b>0</b>  | <b>14</b>    |
| <b>MAJOR ELECTIVE LIST: (Select a minimum of 2 hours)</b>  |                                    |          |          |           |              |
| BUS 110***   | Introduction to Business           | 3        | 0        | 0         | 3            |
| BUS 270  | Professional Development           | 3        | 0        | 0         | 3            |
| CIS 162  | MM Presentation Software           | 2        | 2        | 0         | 3            |
| WBL 111  | Work-Based Learning I              | 0        | 0        | 10        | 1            |
| WBL 112  | Work-Based Learning I              | 0        | 0        | 20        | 2            |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>  |                                    |          |          |           | <b>64-65</b> |

# OFFICE ADMINISTRATION

(D25370)

## *Diploma*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title                        | Class     | Lab       | Work Exp/<br>Clinical | Credits   |
|---|------------------------------|-----------|-----------|-----------------------|-----------|
| <b>FALL SEMESTER (First Year)</b>   |                              |           |           |                       |           |
| ACA 115   | Success & Study Skills       | 0         | 2         | 0                     | 1         |
| CIS 110**   | Introduction to Computers    | 2         | 2         | 0                     | 3         |
| OST 131   | Keyboarding                  | 1         | 2         | 0                     | 2         |
| OST 136   | Word Processing              | 2         | 2         | 0                     | 3         |
| OST 181   | Office Procedures            | 2         | 2         | 0                     | 3         |
| Major Elective  |                              |           |           |                       | 3         |
|   |                              | <b>7</b>  | <b>10</b> | <b>0</b>              | <b>15</b> |
| <b>SPRING SEMESTER (First Year)</b>                                       |                              |           |           |                       |           |
| OST 134   | Text Entry & Formatting      | 2         | 2         | 0                     | 3         |
| OST 145   | Social Media for Office Prof | 2         | 2         | 0                     | 3         |
| OST 159   | Office Ethics                | 3         | 0         | 0                     | 3         |
| OST 164   | Office Editing               | 3         | 0         | 0                     | 3         |
| OST 184   | Records Management           | 2         | 2         | 0                     | 3         |
|   |                              | <b>12</b> | <b>6</b>  | <b>0</b>              | <b>15</b> |
| <b>SUMMER SEMESTER (First Year)</b>                                       |                              |           |           |                       |           |
| ENG 110   | Freshman Composition         | 3         | 0         | 0                     | 3         |
|   | <b>OR</b>                    |           |           |                       |           |
| ENG 111*  | Writing and Inquiry          | 3         | 0         | 0                     | 3         |
| General Education Elective  |                              |           |           |                       | 3         |
| (HUM 115**, HUM 122**, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                              |           |           |                       |           |
|   |                              | <b>3</b>  | <b>0</b>  | <b>0</b>              | <b>6</b>  |
| <b>MAJOR ELECTIVE LIST: (Select a minimum of 3 hours)</b>                 |                              |           |           |                       |           |
| BUS 110***  | Introduction to Business     | 3         | 0         | 0                     | 3         |
| BUS 270   | Professional Development     | 3         | 0         | 0                     | 3         |
| CIS 162   | MM Presentation Software     | 2         | 2         | 0                     | 3         |
| OST 153   | Office Finance Solutions     | 2         | 2         | 0                     | 3         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>                         |                              |           |           |                       | <b>36</b> |

# ADMINISTRATIVE ASSISTANT

(C25370C)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|           | Title                     | Class | Lab | Work Exp/ |         |
|-----------|---------------------------|-------|-----|-----------|---------|
|           |                           |       |     | Clinical  | Credits |
| CIS 110** | Introduction to Computers | 2     | 2   | 0         | 3       |
| OST 131   | Keyboarding               | 1     | 2   | 0         | 2       |
| OST 136   | Word Processing           | 2     | 2   | 0         | 3       |
| OST 159   | Office Ethics             | 3     | 0   | 0         | 3       |
| OST 164   | Office Editing            | 3     | 0   | 0         | 3       |
| OST 181   | Office Procedures         | 2     | 2   | 0         | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 17**

[**Note:** This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# PARALEGAL TECHNOLOGY

(A25380)

## *Associate in Applied Science Degree*

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|   | Title                           | Class     | Work Exp/ |          |  | Credits      |
|---|---------------------------------|-----------|-----------|----------|--|--------------|
|   |                                 |           | Lab       | Clinical |  |              |
| <b>FALL SEMESTER (First Year)</b>   |                                 |           |           |          |  |              |
| ACA 115   | Success & Study Skills          | 0         | 2         | 0        |  | 1            |
| ENG 110   | Freshman Composition            | 3         | 0         | 0        |  | 3            |
| <b>OR</b>   |                                 |           |           |          |  |              |
| ENG 111*  | Writing and Inquiry             | 3         | 0         | 0        |  | 3            |
| LEX 110   | Introduction to Paralegal Study | 2         | 0         | 0        |  | 2            |
| LEX 130   | Civil Injuries                  | 3         | 0         | 0        |  | 3            |
| LEX 140   | Civil Litigation I              | 3         | 0         | 0        |  | 3            |
| LEX 160   | Criminal Law & Procedure        | 2         | 2         | 0        |  | 3            |
|   |                                 | <b>13</b> | <b>4</b>  | <b>0</b> |  | <b>15</b>    |
| <b>SPRING SEMESTER (First Year)</b>   |                                 |           |           |          |  |              |
| ENG 112*  | Writing & Research in the Disc  | 3         | 0         | 0        |  | 3            |
| <b>OR</b>   |                                 |           |           |          |  |              |
| ENG 116   | Technical Report Writing        | 3         | 0         | 0        |  | 3            |
| LEX 120   | Legal Research/Writing I        | 2         | 2         | 0        |  | 3            |
| LEX 150   | Commercial Law                  | 2         | 2         | 0        |  | 3            |
| LEX 240   | Family Law                      | 3         | 0         | 0        |  | 3            |
| Mathematics Elective  |                                 |           |           |          |  | 3/4          |
| (MAT 110, MAT 143*, MAT 152*)   |                                 |           |           |          |  |              |
|   |                                 | <b>10</b> | <b>4</b>  | <b>0</b> |  | <b>15/16</b> |
| <b>SUMMER SEMESTER (First Year)</b>   |                                 |           |           |          |  |              |
| Social/Behavioral Science Elective  |                                 | 3         | 0         | 0        |  | 3            |
| (ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*, SOC 213**, SOC 220**) |                                 |           |           |          |  |              |
| Major Elective  |                                 |           |           |          |  | 1            |
|   |                                 | <b>3</b>  | <b>0</b>  | <b>0</b> |  | <b>4</b>     |

|   | Title                            | Class     | Work Exp/ |          |              | Credits |
|---|----------------------------------|-----------|-----------|----------|--------------|---------|
|   |                                  |           | Lab       | Clinical |              |         |
| <b>FALL SEMESTER (Second Year)</b>  |                                  |           |           |          |              |         |
| CJC 111**   | Introduction to Criminal Justice | 3         | 0         | 0        | 3            |         |
| LEX 260   | Bankruptcy and Collections       | 3         | 0         | 0        | 3            |         |
| LEX 270   | Law Office Mgt/Technology        | 1         | 2         | 0        | 2            |         |
| LEX 287   | CLA Review Seminar               | 2         | 0         | 0        | 2            |         |
|   | Humanities/Fine Arts Elective    | 3         | 0         | 0        | 3            |         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**,<br>HUM 122**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                                  |           |           |          |              |         |
|   | Major Elective                   |           |           |          | 3            |         |
|   |                                  | <b>12</b> | <b>2</b>  | <b>0</b> | <b>16</b>    |         |
| <b>SPRING SEMESTER (Second Year)</b>  |                                  |           |           |          |              |         |
| BUS 270   | Professional Development         | 3         | 0         | 0        | 3            |         |
| CIS 110**   | Introduction to Computers        | 2         | 2         | 0        | 3            |         |
| LEX 210   | Real Property I                  | 3         | 0         | 0        | 3            |         |
| LEX 250   | Wills, Estates, and Trusts       | 2         | 2         | 0        | 3            |         |
| LEX 271   | Law Office Writing               | 1         | 2         | 0        | 2            |         |
| LEX 280   | Ethics & Professionalism         | 2         | 0         | 0        | 2            |         |
|   |                                  | <b>13</b> | <b>6</b>  | <b>0</b> | <b>16</b>    |         |
| <b>MAJOR ELECTIVES (Select a minimum of 13 hours)</b>   |                                  |           |           |          |              |         |
| CJC 112   | Criminology                      | 3         | 0         | 0        | 3            |         |
| CJC 214   | Victimology                      | 3         | 0         | 0        | 3            |         |
| CJC 231   | Constitutional Law               | 3         | 0         | 0        | 3            |         |
| SPA 111**   | Elementary Spanish I             | 3         | 0         | 0        | 3            |         |
| WBL 111   | Work-Based Learning              | 0         | 0         | 10       | 1            |         |
| WBL 112   | Work-Based Learning              | 0         | 0         | 20       | 2            |         |
| WBL 113   | Work-Based Learning              | 0         | 0         | 30       | 3            |         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b>   |                                  |           |           |          | <b>66-67</b> |         |



# PARALEGAL TECHNOLOGY

(D25380)

## *Diploma*

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trust, and commercial law. Required courses also include subjects such as English, mathematics and computerized utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  | Title                           | Class     | Lab      | Work Exp/<br>Clinical | Credits   |
|--|---------------------------------|-----------|----------|-----------------------|-----------|
| <b>FALL SEMESTER (First Year)</b>                                      |                                 |           |          |                       |           |
| ENG 110  | Freshman Composition            | 3         | 0        | 0                     | 3         |
|  | <b>OR</b>                       |           |          |                       |           |
| ENG 111*   | Writing and Inquiry             | 3         | 0        | 0                     | 3         |
| LEX 110  | Introduction to Paralegal Study | 2         | 0        | 0                     | 2         |
| LEX 130  | Civil Injuries                  | 3         | 0        | 0                     | 3         |
| LEX 140  | Civil Litigation I              | 3         | 0        | 0                     | 3         |
| LEX 160  | Criminal Law & Procedure        | 2         | 2        | 0                     | 3         |
| LEX 287  | CLA Review Seminar              | 2         | 0        | 0                     | 2         |
|  |                                 | <b>15</b> | <b>2</b> | <b>0</b>              | <b>16</b> |
| <b>SPRING SEMESTER (First Year)</b>                                    |                                 |           |          |                       |           |
| ENG 112*   | Writing & Research in the Disc  | 3         | 0        | 0                     | 3         |
|  | <b>OR</b>                       |           |          |                       |           |
| ENG 116  | Technical Report Writing        | 3         | 0        | 0                     | 3         |
| LEX 120  | Legal Research/Writing I        | 2         | 2        | 0                     | 3         |
| LEX 150  | Commercial Law                  | 2         | 2        | 0                     | 3         |
| LEX 210  | Real Property I                 | 3         | 0        | 0                     | 3         |
| LEX 240  | Family Law                      | 3         | 0        | 0                     | 3         |
| LEX 280  | Ethics & Professionalism        | 2         | 0        | 0                     | 2         |
|  |                                 | <b>15</b> | <b>4</b> | <b>0</b>              | <b>17</b> |
| <b>SUMMER SEMESTER (First Year)</b>                                    |                                 |           |          |                       |           |
| LEX 260  | Bankruptcy and Collections      | 3         | 0        | 0                     | 3         |
| [Students not in CCP may select a Major Elective from the list below.] |                                 |           |          |                       | <b>3</b>  |

|  | Title                 | Class | Work Exp/ |          |         |
|--|-----------------------|-------|-----------|----------|---------|
|  |                       |       | Lab       | Clinical | Credits |
| <b>MAJOR ELECTIVES (Select a minimum of 3 hours)</b> |                       |       |           |          |         |
| CJC 112  | Criminology           | 3     | 0         | 0        | 3       |
| CJC 214  | Victimology           | 3     | 0         | 0        | 3       |
| CJC 231  | Constitutional Law    | 3     | 0         | 0        | 3       |
| SPA 111***   | Elementary Spanish I  | 3     | 0         | 0        | 3       |
| WBL 111  | Work-Based Learning I | 0     | 0         | 10       | 1       |
| WBL 112  | Work-Based Learning I | 0     | 0         | 20       | 2       |
| WBL 113  | Work-Based Learning I | 0     | 0         | 30       | 3       |

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 36**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

## PARALEGAL TECHNOLOGY

(C25380C)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

|                                     | Title                           | Class    | Work Exp/ |          |          |
|-------------------------------------|---------------------------------|----------|-----------|----------|----------|
|                                     |                                 |          | Lab       | Clinical | Credits  |
| <b>FALL SEMESTER (First Year)</b>   |                                 |          |           |          |          |
| LEX 110                             | Introduction to Paralegal Study | 2        | 0         | 0        | 2        |
| LEX 140                             | Civil Litigation I              | 3        | 0         | 0        | 3        |
|                                     |                                 | <b>5</b> | <b>0</b>  | <b>0</b> | <b>5</b> |
| <b>SPRING SEMESTER (First Year)</b> |                                 |          |           |          |          |
| LEX 150                             | Commercial Law                  | 2        | 2         | 0        | 3        |
| LEX 210                             | Real Property I                 | 3        | 0         | 0        | 3        |
| LEX 240                             | Family Law                      | 3        | 0         | 0        | 3        |
|                                     |                                 | <b>8</b> | <b>2</b>  | <b>0</b> | <b>9</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 14**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# PHARMACY TECHNOLOGY

(A45580)

## *Associate in Applied Science Degree*

The Pharmacy Technology Program prepares individuals to assist the pharmacist in duties that a technician can legally perform and to function within the boundaries prescribed by the pharmacist and the employment agency.

Students will prepare prescription medications, mix intravenous solutions and other specialized medications, update patient profiles, maintain inventories, package medications in unit-dose or med-card form, and gather data used by pharmacists to monitor drug therapy.

Employment opportunities include retail, hospitals, nursing homes, research laboratories, wholesale drug companies, and pharmaceutical manufacturing facilities. Graduates from the program may be eligible to take the National Certification Examination to become a certified pharmacy technician.

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     |   | Work Exp/ |          |           |           |
|-------------------------------------|---|-----------|----------|-----------|-----------|
| Title                               | Class   | Lab       | Clinical | Credits   |           |
| <b>FALL SEMESTER (First Year)</b>   |   |           |          |           |           |
| BIO 110*                            | Principles of Biology                                   | 3         | 3        | 0         | 4         |
| PHM 110                             | Introduction to Pharmacy                                | 3         | 0        | 0         | 3         |
| PHM 111                             | Pharmacy Practice I                                     | 3         | 3        | 0         | 4         |
| PHM 115                             | Pharmacy Calculations                                   | 3         | 0        | 0         | 3         |
| PHM 115A                            | Pharmacy Calculations Lab                               | 0         | 2        | 0         | 1         |
|                                     |   | <b>12</b> | <b>8</b> | <b>0</b>  | <b>15</b> |
| <b>SPRING SEMESTER (First Year)</b> |   |           |          |           |           |
| ENG 111*                            | Writing and Inquiry                                     | 3         | 0        | 0         | 3         |
| PHM 120                             | Pharmacology I  | 3         | 0        | 0         | 3         |
| PHM 112                             | Pharmacy Practice II                                    | 0         | 0        | 0         | 4         |
|                                     | <b>OR</b>   |           |          |           |           |
| PHM 134                             | Pharmacy Clinical                                       | 0         | 0        | 12        | 4         |
|                                     | <b>OR</b>   |           |          |           |           |
|                                     | Combination of Clinical and up to 4 credit hours of WBL |           |          |           | 4         |
| PHM 155                             | Community Pharmacy                                      | 2         | 2        | 0         | 3         |
|                                     |   | <b>8</b>  | <b>2</b> | <b>12</b> | <b>13</b> |
| <b>SUMMER SEMESTER (First Year)</b> |   |           |          |           |           |
| PHM 132                             | Pharmacy Clinical                                       | 0         | 0        | 6         | 2         |
|                                     | <b>OR</b>   |           |          |           |           |
|                                     | Up to 2 credit hours of WBL                             |           |          |           | 2         |
| PHM 140                             | Trends in Pharmacy                                      | 2         | 0        | 0         | 2         |
| PHM 165                             | Pharmacy Professional Practice                          | 2         | 0        | 0         | 2         |
|                                     | Social/Behavioral Science Elective                      | 3         | 0        | 0         | 3         |
|                                     | (PSY 150* or SOC 210*)                                  | <b>7</b>  | <b>0</b> | <b>6</b>  | <b>9</b>  |

|   | Title  | Class       | Work Exp/ |           | Credits   |
|---|--|-------------|-----------|-----------|-----------|
|   |  |             | Lab       | Clinical  |           |
| <b>FALL SEMESTER (Second Year)</b>                      |  |             |           |           |           |
| COM 231*  | Public Speaking  | 3           | 0         | 0         | 3         |
|   | <b>OR</b>  |             |           |           |           |
| ENG 112*  | Writing/Research in the Disc   | 3           | 0         | 0         | 3         |
| PHM 136   | Pharmacy Clinical  | 0           | 0         | 18        | 6         |
|   | <b>OR</b>  |             |           |           |           |
|   | Combination of Clinical and up to 4 credit hours of WBL  |             |           |           | 6         |
| PHM 150   | Hospital Pharmacy  | 3           | 3         | 0         | 4         |
|   | Humanities/Fine Arts Elective  | 3           | 0         | 0         | 3         |
|   | (ART 111**, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) | <b>9</b>    | <b>3</b>  | <b>18</b> | <b>16</b> |
| <b>SPRING SEMESTER (Second Year)</b>                    |  |             |           |           |           |
| PHM 118   | Sterile Products   | 3           | 3         | 0         | 4         |
| PHM 125   | Pharmacology II  | 3           | 0         | 0         | 3         |
| PHM 133   | Pharmacy Clinical  | 0           | 0         | 9         | 3         |
|   | <b>OR</b>  |             |           |           |           |
|   | Humanities/Fine Arts Elective  | 3           | 0         | 0         | 3         |
|   | (ART 111**, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |             |           |           |           |
| PHM 160   | Pharmacy Dosage Forms  | 3           | 0         | 0         | 3         |
|   |  | <b>9/12</b> | <b>3</b>  | <b>9</b>  | <b>13</b> |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b> |  |             |           |           | <b>66</b> |

[Note: Approval by the Program Head is required for PHM 136 and PHM 133/PHM 135.]

# PHARMACY TECHNOLOGY

(D45580)

## Diploma

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

| Title   | Class                          | Lab       | Work Exp/ |           |           |
|---|--------------------------------|-----------|-----------|-----------|-----------|
|   |                                |           | Clinical  | Credits   |           |
| <b>FALL SEMESTER (First Year)</b>                       |                                |           |           |           |           |
| BIO 110*  | Principles of Biology          | 3         | 3         | 0         | 4         |
| PHM 110   | Introduction to Pharmacy       | 3         | 0         | 0         | 3         |
| PHM 111   | Pharmacy Practice I            | 3         | 3         | 0         | 4         |
| PHM 115   | Pharmacy Calculations          | 3         | 0         | 0         | 3         |
| PHM 115A  | Pharmacy Calculations Lab      | 0         | 2         | 0         | 1         |
|   |                                | <b>12</b> | <b>8</b>  | <b>0</b>  | <b>15</b> |
| <b>SPRING SEMESTER (First Year)</b>                     |                                |           |           |           |           |
| ENG 111*  | Writing and Inquiry            | 3         | 0         | 0         | 3         |
| PHM 120   | Pharmacology I                 | 3         | 0         | 0         | 3         |
| PHM 112   | Pharmacy Practice II           | 0         | 0         | 0         | 4         |
|   | <b>OR</b>                      |           |           |           |           |
| PHM 134   | Pharmacy Clinical              | 0         | 0         | 12        | 4         |
|   | <b>OR</b>                      |           |           |           |           |
| Combination of Clinical and up to 4 credit hours of WBL |                                |           |           |           |           |
| PHM 155   | Community Pharmacy             | 2         | 2         | 0         | 3         |
|   |                                | <b>6</b>  | <b>0</b>  | <b>12</b> | <b>13</b> |
| <b>SUMMER SEMESTER (First Year)</b>                     |                                |           |           |           |           |
| PHM 132   | Pharmacy Clinical              | 0         | 0         | 6         | 2         |
|   | <b>OR</b>                      |           |           |           |           |
| WBL up to 2 credit hours                                |                                |           |           |           |           |
| PHM 140   | Trends in Pharmacy             | 2         | 0         | 0         | 2         |
| PHM 165   | Pharmacy Professional Practice | 2         | 0         | 0         | 2         |
| Social/Behavioral Science Elective                      |                                |           |           |           |           |
| (PSY 150* or SOC 210*)                                  |                                | 7         | 0         | 6         | 9         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA:</b>       |                                |           |           |           |           |
|   |                                |           |           |           | <b>37</b> |

## Pharmacy Technology

(C45580C)

## Certificate

### COURSE AND HOUR REQUIREMENTS

| Title   | Class                     | Lab | Work Exp/ |         |           |
|---|---------------------------|-----|-----------|---------|-----------|
|   |                           |     | Clinical  | Credits |           |
| PHM 110   | Introduction to Pharmacy  | 3   | 0         | 0       | 3         |
| PHM 111   | Pharmacy Practice I       | 3   | 3         | 0       | 4         |
| PHM 115   | Pharmacy Calculations     | 3   | 0         | 0       | 3         |
| PHM 115A  | Pharmacy Calculations Lab | 0   | 2         | 0       | 1         |
| PHM 140   | Trends in Pharmacy        | 2   | 0         | 0       | 2         |
| <b>TOTAL SEMESTER HOURS NEEDED FOR CERTIFICATE:</b> |                           |     |           |         |           |
|   |                           |     |           |         | <b>13</b> |

# PRACTICAL NURSING

(D45660)

## Diploma

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to meet the health care needs of the individual throughout their lifespan.

The role of the LPN is a dependent role under the supervision of the registered nurse (RN) and other healthcare providers approved by North Carolina law.

In accordance with the North Carolina Board of Nursing Administrative Code, 21NCAC 36.0225, Components of Nursing Practice for the Licensed Practical Nurse (LPN), the LPN accepts assignments that can be safely performed and participates in assessing, planning, implementing, and evaluating the client's response to healthcare interventions.

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.

*Mission Statement: The nursing faculty of Vance-Granville Community College, in support of the philosophy, purpose and objectives of the College, believes that it is the purpose of the Practical Nursing program to produce advanced beginning practitioners (Benner, 2001, p. 22) for entry level practice in the practical nurse role.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|  | Title                      | Class     | Work Exp/ |          |           |
|--|----------------------------|-----------|-----------|----------|-----------|
|  |                            |           | Lab       | Clinical | Credits   |
| <b>FIRST SEMESTER (Fall)</b>                         |                            |           |           |          |           |
| BIO 163***   | Basic Anatomy & Physiology | 4         | 2         | 0        | 5         |
| NUR 101  | Practical Nursing I        | 7         | 6         | 6        | 11        |
|  |                            | <b>11</b> | <b>8</b>  | <b>6</b> | <b>16</b> |
| <b>SECOND SEMESTER (Spring)</b>                      |                            |           |           |          |           |
| ENG 111*   | Writing and Inquiry        | 3         | 0         | 0        | 3         |
| NUR 102  | Practical Nursing II       | 7         | 0         | 9        | 10        |
| PSY 150*   | General Psychology         | 3         | 0         | 0        | 3         |
|  |                            | <b>13</b> | <b>0</b>  | <b>9</b> | <b>16</b> |
| <b>THIRD SEMESTER (Summer)</b>                       |                            |           |           |          |           |
| NUR 103  | Practical Nursing III      | 6         | 0         | 9        | 9         |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 41</b> |                            |           |           |          |           |

[Notes: Students must complete all courses listed in each semester together unless related courses have been previously completed with a "C" or better. Nursing courses are only offered in the semester listed. Course substitution forms will need to be completed for BIO 168 and BIO 169 in lieu of BIO 163. PSY 110 may be accepted in place of PSY 150.]

# RADIOGRAPHY

(A45700)

## *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 mission of the Vance-Granville Community College Radiography Program is to provide our students with a comprehensive education in radiography by which to prepare them to enter the radiographic profession as a competent entry-level radiographer.*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title                                   | Class     | Work Exp/ |           |  | Credits   |
|-------------------------------------|---|-----------|-----------|-----------|--|-----------|
|                                     |   |           | Lab       | Clinical  |  |           |
| <b>FALL SEMESTER (First Year)</b>   |   |           |           |           |  |           |
| BIO 163***                          | Basic Anatomy & Physiology              | 4         | 2         | 0         |  | 5         |
| MAT 110                             | Math Measurement & Literacy             | 2         | 2         | 0         |  | 3         |
|                                     | <b>OR</b>                               |           |           |           |  |           |
| MAT 143*                            | Quantitative Literacy                   | 2         | 2         | 0         |  | 3         |
| RAD 110                             | Radiography Introduction & Patient Care | 2         | 3         | 0         |  | 3         |
| RAD 111                             | Radiographic Procedures I               | 3         | 3         | 0         |  | 4         |
| RAD 151                             | RAD Clinical Education I                | 0         | 0         | 6         |  | 2         |
|                                     |   | <b>11</b> | <b>10</b> | <b>6</b>  |  | <b>17</b> |
| <b>SPRING SEMESTER (First Year)</b> |   |           |           |           |  |           |
| ENG 111*                            | Writing and Inquiry                     | 3         | 0         | 0         |  | 3         |
| RAD 112                             | Radiographic Procedures II              | 3         | 3         | 0         |  | 4         |
| RAD 121                             | Image Production I                      | 2         | 3         | 0         |  | 3         |
| RAD 161                             | RAD Clinical Education II               | 0         | 0         | 15        |  | 5         |
|                                     |   | <b>8</b>  | <b>6</b>  | <b>15</b> |  | <b>15</b> |
| <b>SUMMER SEMESTER (First Year)</b> |   |           |           |           |  |           |
| CIS 110**                           | Introduction to Computers               | 2         | 2         | 0         |  | 3         |
| ENG 112*                            | Writing/Research in the Disc            | 3         | 0         | 0         |  | 3         |
| RAD 122                             | Image Production II                     | 1         | 3         | 0         |  | 2         |
| RAD 141                             | Radiation Safety                        | 2         | 0         | 0         |  | 2         |
| RAD 171                             | RAD Clinical Education III              | 0         | 0         | 9         |  | 3         |
|                                     |   | <b>8</b>  | <b>5</b>  | <b>9</b>  |  | <b>13</b> |

|   |   |                             | Work Exp/ |          |           |           |
|---|---|-----------------------------|-----------|----------|-----------|-----------|
|   | Title   | Class                       | Lab       | Clinical | Credits   |           |
| <b>FALL SEMESTER (Second Year)</b>                      |   |                             |           |          |           |           |
|   | PSY 150*  | General Psychology          | 3         | 0        | 0         | 3         |
|   | RAD 113   | RAD Lab Elective            | 0         | 3        | 0         | 1         |
|   | RAD 211   | Radiographic Procedures III | 2         | 3        | 0         | 3         |
|   | RAD 231   | Image Production III        | 1         | 3        | 0         | 2         |
|   | RAD 251   | RAD Clinical Education IV   | 0         | 0        | 21        | 7         |
|   |   |                             | <b>6</b>  | <b>9</b> | <b>21</b> | <b>16</b> |
| <b>SPRING SEMESTER (Second Year)</b>                    |   |                             |           |          |           |           |
|   | RAD 261   | RAD Clinical Education V    | 0         | 0        | 21        | 7         |
|   | RAD 271   | Radiography Capstone        | 2         | 3        | 0         | 3         |
|   | Humanities/Fine Arts Elective<br>(ART 111**, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**<br>MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                             | 3         | 0        | 0         | 3         |
|   |   |                             | <b>5</b>  | <b>3</b> | <b>21</b> | <b>13</b> |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE:</b> |   |                             |           |          | <b>74</b> |           |



# SUPPLY CHAIN MANAGEMENT

(A25620)

## *Associate in Applied Science Degree*

The Supply Chain Management curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, warehousing, trucking operations, supply chain, and manufacturing organizations.

Course work includes the international and domestic movement of goods from the raw materials source(s) through production and ultimately to the consumer. Courses in economics and finance, transportation, warehousing, inventory control, material handling, purchasing, computerization, supply chain operations, federal transportation and safety regulations are emphasized.

Graduates should qualify for positions in a wide range of supply chain and logistics positions in government agencies, manufacturing, and service organizations. Employment opportunities include entry-level distribution, planning, material management, warehousing, inventory, transportation, trucking operations, international freight, and logistics.

**Note: The Supply Chain Management program was formerly known as Global Logistics and Distribution Management Technology. Students still coded under Global Logistics should refer to their catalog of record.**

# SUPPLY CHAIN MANAGEMENT

## GLOBAL LOGISTICS TECHNOLOGY TRACK

(A25620G)

## *Associate in Applied Science Degree*

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title                        | Class     | Lab      | Work Exp/<br>Clinical | Credits      |
|-------------------------------------|------------------------------|-----------|----------|-----------------------|--------------|
| <b>FALL SEMESTER (First Year)</b>   |                              |           |          |                       |              |
| ACA 115                             | Success & Study Skills       | 0         | 2        | 0                     | 1            |
| BUS 110***                          | Intro to Business            | 3         | 0        | 0                     | 3            |
| BUS 115***                          | Business Law I               | 3         | 0        | 0                     | 3            |
| CIS 110**                           | Introduction to Computers    | 2         | 2        | 0                     | 3            |
| ENG 110                             | Freshman Composition         | 3         | 0        | 0                     | 3            |
|                                     | <b>OR</b>                    |           |          |                       |              |
| ENG 111*                            | Writing and Inquiry          | 3         | 0        | 0                     | 3            |
| LOG 110                             | Introduction to Logistics    | 3         | 0        | 0                     | 3            |
|                                     |                              | <b>14</b> | <b>4</b> | <b>0</b>              | <b>16</b>    |
| <b>SPRING SEMESTER (First Year)</b> |                              |           |          |                       |              |
| BUS 137***                          | Principles of Management     | 3         | 0        | 0                     | 3            |
| ENG 112*                            | Writing/Research in the Disc | 3         | 0        | 0                     | 3            |
|                                     | <b>OR</b>                    |           |          |                       |              |
| ENG 116                             | Technical Report Writing     | 3         | 0        | 0                     | 3            |
| LOG 215                             | Supply Chain Management      | 3         | 0        | 0                     | 3            |
| Mathematics Elective                |                              |           |          |                       | 3/4          |
| (MAT 110, MAT 143*, MAT 152*)       |                              |           |          |                       |              |
| Major Elective                      |                              |           |          |                       | 3            |
|                                     |                              | <b>9</b>  | <b>0</b> | <b>0</b>              | <b>15/16</b> |

| Title  | Class     | Work Exp/ |          |              |
|--|-----------|-----------|----------|--------------|
|  |           | Lab       | Clinical | Credits      |
| <b>SUMMER SEMESTER (First Year)</b>  |           |           |          |              |
| Humanities/Fine Arts Elective  | 3         | 0         | 0        | 3            |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**,<br>MUS 110*, MUS 112*, PHI 215*, PHI 240*) | <b>3</b>  | <b>0</b>  | <b>0</b> | <b>3</b>     |
| <b>FALL SEMESTER (Second Year)</b>   |           |           |          |              |
| ACC 120*** Prin of Financial Acct  | 3         | 2         | 0        | 4            |
| LOG 125 Transportation Logistics   | 3         | 0         | 0        | 3            |
| LOG 211 Distribution Management  | 2         | 2         | 0        | 3            |
| LOG 225 Logistics Systems  | 3         | 2         | 0        | 4            |
| LOG 235 Import/Export Management   | 3         | 0         | 0        | 3            |
|  | <b>14</b> | <b>6</b>  | <b>0</b> | <b>17</b>    |
| <b>SPRING SEMESTER (Second Year)</b>   |           |           |          |              |
| ECO 151** Survey of Economics  | 3         | 0         | 0        | 3            |
| LOG 240 Purchasing Logistics   | 3         | 0         | 0        | 3            |
| LOG 250 Advanced Global Logistics  | 3         | 2         | 0        | 4            |
| Social/Behavioral Science Elective   | 3         | 0         | 0        | 3            |
| (HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118,<br>PSY 150, SOC 210*)                        |           |           |          |              |
| Major Elective   |           |           |          | 3            |
|  | <b>12</b> | <b>2</b>  | <b>0</b> | <b>16</b>    |
| <b>MAJOR ELECTIVE LIST: (Select a minimum of 6 hours)</b>  |           |           |          |              |
| ACC 121*** Prin of Managerial Acct   | 3         | 2         | 0        | 4            |
| BUS 225 Business Finance   | 2         | 2         | 0        | 3            |
| BUS 260 Business Communication   | 3         | 0         | 0        | 3            |
| CTS 130 Spreadsheet  | 2         | 2         | 0        | 3            |
| LOG 245 Logistics Security   | 3         | 0         | 0        | 3            |
| WBL 111 Work-Based Learning I  | 0         | 0         | 10       | 1            |
| WBL 112 Work-Based Learning I  | 0         | 0         | 20       | 2            |
| WBL 113 Work-Based Learning I  | 0         | 0         | 30       | 3            |
| WBL 121 Work-Based Learning II   | 0         | 0         | 10       | 1            |
| WBL 122 Work-Based Learning II   | 0         | 0         | 20       | 2            |
| WBL 131 Work-Based Learning III  | 0         | 0         | 10       | 1            |
| WBL 132 Work-Based Learning III  | 0         | 0         | 20       | 2            |
| <b>TOTAL SEMESTER HOURS REQUIRED FOR DEGREE:</b>   |           |           |          | <b>67-68</b> |

**SUPPLY CHAIN MANAGEMENT  
TRUCKING OPERATIONS MANAGEMENT TRACK  
(A25620T)**

*Associate in Applied Science Degree*

**SUGGESTED SEQUENCE OF REQUIRED COURSES:**

| Title  | Class     | Lab      | Work Exp/<br>Clinical Credits |              |
|--|-----------|----------|-------------------------------|--------------|
| <b>FALL SEMESTER (First Year)</b>  |           |          |                               |              |
| ACA 115 Success & Study Skills   | 0         | 2        | 0                             | 1            |
| BUS 115*** Business Law I  | 3         | 0        | 0                             | 3            |
| CIS 110** Introduction to Computers  | 2         | 2        | 0                             | 3            |
| ENG 110 Freshman Composition   | 3         | 0        | 0                             | 3            |
| <b>OR</b>  |           |          |                               |              |
| ENG 111* Writing and Inquiry   | 3         | 0        | 0                             | 3            |
| LOG 110 Introduction to Logistics  | 3         | 0        | 0                             | 3            |
| Mathematics Elective   |           |          |                               | 3/4          |
| MAT 110, MAT 143*, MAT 152*)   |           |          |                               |              |
|  | <b>11</b> | <b>4</b> | <b>0</b>                      | <b>16/17</b> |
| <b>SPRING SEMESTER (First Year)</b>  |           |          |                               |              |
| ENG 112* Writing/Research in the Disc  | 3         | 0        | 0                             | 3            |
| <b>OR</b>  |           |          |                               |              |
| ENG 116 Technical Report Writing   | 3         | 0        | 0                             | 3            |
| LOG 215 Supply Chain Management  | 3         | 0        | 0                             | 3            |
| TOM 120 Introduction to Trucking   | 3         | 0        | 0                             | 3            |
| Social/Behavioral Science Elective   | 3         | 0        | 0                             | 3            |
| (HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118,<br>PSY 150, SOC 210*)                        |           |          |                               |              |
| Major Elective   |           |          |                               | 3            |
|  | <b>12</b> | <b>0</b> | <b>0</b>                      | <b>15</b>    |
| <b>SUMMER SEMESTER (First Year)</b>  |           |          |                               |              |
| Humanities/Fine Arts Elective  | 3         | 0        | 0                             | 3            |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**,<br>MUS 110*, MUS 112*, PHI 215*, PHI 240*) |           |          |                               |              |
|  | <b>3</b>  | <b>0</b> | <b>0</b>                      | <b>3</b>     |
| <b>FALL SEMESTER (Second Year)</b>   |           |          |                               |              |
| ACC 120*** Prin of Financial Acct  | 3         | 2        | 0                             | 4            |
| LOG 125 Transportation Logistics   | 3         | 0        | 0                             | 3            |
| LOG 211 Distribution Management  | 2         | 2        | 0                             | 3            |
| TOM 130 Fleet Management   | 3         | 0        | 0                             | 3            |
| TOM 250 Operations of Trucking I   | 3         | 0        | 0                             | 3            |
|  | <b>14</b> | <b>4</b> | <b>0</b>                      | <b>16</b>    |
| <b>SPRING SEMESTER (Second Year)</b>   |           |          |                               |              |
| BUS 153 Human Resource Management  | 3         | 0        | 0                             | 3            |
| ECO 151** Survey of Economics  | 3         | 0        | 0                             | 3            |
| LOG 240 Purchasing Logistics   | 3         | 0        | 0                             | 3            |
| TOM 260 Operations of Trucking II  | 3         | 0        | 0                             | 3            |
| Major Elective   |           |          |                               | 3            |
|  | <b>12</b> | <b>2</b> | <b>0</b>                      | <b>15</b>    |

|   | Title                   | Class | Work Exp/ |          |         |
|---|-------------------------|-------|-----------|----------|---------|
|   |                         |       | Lab       | Clinical | Credits |
| <b>MAJOR ELECTIVE LIST: (Select a minimum of 6 hours)</b> |                         |       |           |          |         |
| ACC 121***  | Prin of Managerial Acct | 3     | 2         | 0        | 4       |
| BUS 225   | Business Finance        | 2     | 2         | 0        | 3       |
| BUS 260   | Business Communication  | 3     | 0         | 0        | 3       |
| CTS 130   | Spreadsheet             | 2     | 2         | 0        | 3       |
| LOG 245   | Logistics Security      | 3     | 0         | 0        | 3       |
| WBL 111   | Work-Based Learning I   | 0     | 0         | 10       | 1       |
| WBL 112   | Work-Based Learning I   | 0     | 0         | 20       | 2       |
| WBL 113   | Work-Based Learning I   | 0     | 0         | 30       | 3       |
| WBL 121   | Work-Based Learning II  | 0     | 0         | 10       | 1       |
| WBL 122   | Work-Based Learning II  | 0     | 0         | 20       | 2       |
| WBL 131   | Work-Based Learning III | 0     | 0         | 10       | 1       |
| WBL 132   | Work-Based Learning III | 0     | 0         | 20       | 2       |

**TOTAL SEMESTER HOURS REQUIRED FOR DEGREE: 65-66**

## GLOBAL SUPPLY CHAIN

(C25620G)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

|         | Title                     | Class | Work Exp/ |          |         |
|---------|---------------------------|-------|-----------|----------|---------|
|         |                           |       | Lab       | Clinical | Credits |
| LOG 110 | Introduction to Logistics | 3     | 0         | 0        | 3       |
| LOG 125 | Transportation Logistics  | 3     | 0         | 0        | 3       |
| LOG 215 | Supply Chain Management   | 3     | 0         | 0        | 3       |
| LOG 240 | Purchasing Logistics      | 3     | 0         | 0        | 3       |

**TOTAL SEMESTER HOURS NEEDED FOR CERTIFICATE: 12**

## TRANSPORTATION LOGISTICS

(C25620T)

### *Certificate*

#### COURSE AND HOUR REQUIREMENTS

|         | Title                     | Class | Work Exp/ |          |         |
|---------|---------------------------|-------|-----------|----------|---------|
|         |                           |       | Lab       | Clinical | Credits |
| LOG 110 | Introduction to Logistics | 3     | 0         | 0        | 3       |
| LOG 125 | Transportation Logistics  | 3     | 0         | 0        | 3       |
| TOM 120 | Introduction to Trucking  | 3     | 0         | 0        | 3       |
| TOM 250 | Operations of Trucking I  | 3     | 0         | 0        | 3       |

**TOTAL SEMESTER HOURS NEEDED FOR CERTIFICATE: 12**

# WELDING TECHNOLOGY

(A50420)

## *Associate in Applied Science Degree*

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

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

### SUGGESTED SEQUENCE OF REQUIRED COURSES:

|                                     | Title   | Class     | Lab       | Work Exp/<br>Clinical | Credits      |
|-------------------------------------|---|-----------|-----------|-----------------------|--------------|
| <b>FALL SEMESTER (First Year)</b>   |   |           |           |                       |              |
| ACA 115                             | Success & Study Skills  | 0         | 2         | 0                     | 1            |
| BPR 111                             | Print Reading   | 1         | 2         | 0                     | 2            |
| ENG 110                             | Freshman Composition  | 3         | 0         | 0                     | 3            |
|                                     | <b>OR</b>   |           |           |                       |              |
| ENG 111*                            | Writing and Inquiry   | 3         | 0         | 0                     | 3            |
| WLD 110                             | Cutting Processes   | 1         | 3         | 0                     | 2            |
| WLD 115                             | SMAW (Stick) Plate  | 2         | 9         | 0                     | 5            |
| WLD 141                             | Symbols and Specifications  | 2         | 2         | 0                     | 3            |
| WLD 212                             | Inert Gas Welding   | 1         | 3         | 0                     | 2            |
|                                     |   | <b>10</b> | <b>21</b> | <b>0</b>              | <b>18</b>    |
| <b>SPRING SEMESTER (First Year)</b> |   |           |           |                       |              |
| 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            |
|                                     | Mathematics Elective  |           |           |                       | 3/4          |
|                                     | (MAT 110, MAT 143*, MAT 152*)   |           |           |                       |              |
|                                     |   | <b>5</b>  | <b>21</b> | <b>0</b>              | <b>15/16</b> |
| <b>SUMMER SEMESTER (First Year)</b> |   |           |           |                       |              |
|                                     | Social/Behavioral Science Elective  | 3         | 0         | 0                     | 3            |
|                                     | (ECO 251*, ECO 252*, HIS 111*, HIS 112*, HIS 131*, HIS 132*, POL 120*, PSY 118, PSY 150*, SOC 210*) |           |           |                       |              |
| <b>FALL SEMESTER (Second Year)</b>  |   |           |           |                       |              |
| ENG 112*                            | Writing/Research in the Disc  | 3         | 0         | 0                     | 3            |
|                                     | <b>OR</b>   |           |           |                       |              |
| ENG 116                             | Technical Report Writing  | 3         | 0         | 0                     | 3            |
| WLD 113                             | Soldering and Brazing   | 1         | 2         | 0                     | 2            |
| WLD 117                             | Industrial SMAW   | 1         | 4         | 0                     | 3            |
| WLD 151                             | Fabrication I   | 2         | 6         | 0                     | 4            |
| WLD 261                             | Certification Practices   | 1         | 3         | 0                     | 2            |
|                                     | Major Elective  |           |           |                       | 2            |
|                                     |   | <b>8</b>  | <b>15</b> | <b>0</b>              | <b>16</b>    |

| Title   | Class                     | Work Exp/ |           |          | Credits   |
|---|---------------------------|-----------|-----------|----------|-----------|
|   |                           | Lab       | Clinical  |          |           |
| <b>SPRING SEMESTER (Second Year)</b>  |                           |           |           |          |           |
| CIS 110   | Introduction to Computers | 2         | 2         | 0        | 3         |
| WLD 122   | GMAW (MIG) Plate/Pipe     | 1         | 6         | 0        | 3         |
| WLD 251   | Fabrication II            | 1         | 6         | 0        | 3         |
| WLD 262   | Inspection and Testing    | 2         | 2         | 0        | 3         |
| Humanities/Fine Arts Elective   |                           | 3         | 0         | 0        | 3         |
| (ART 111*, ART 114*, ART 115*, ENG 231*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*) |                           |           |           |          |           |
|   |                           | <b>9</b>  | <b>16</b> | <b>0</b> | <b>15</b> |

**MAJOR ELECTIVE LIST: (Select a minimum of 2 hours)**

|            |                          |   |   |    |   |
|------------|--------------------------|---|---|----|---|
| BUS 110*** | Intro to Business        | 3 | 0 | 0  | 3 |
| BUS 137*** | Principles of Management | 3 | 0 | 0  | 3 |
| ISC 112    | Industrial Safety        | 2 | 0 | 0  | 2 |
| WBL 111    | Work-Based Learning I    | 0 | 0 | 10 | 1 |
| WBL 112    | Work-Based Learning I    | 0 | 0 | 20 | 2 |
| WBL 121    | Work-Based Learning II   | 0 | 0 | 10 | 1 |

**TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. Degree: 67-68**

## WELDING TECHNOLOGY

(D50420)

### *Diploma*

**SUGGESTED SEQUENCE OF REQUIRED COURSES:**

| Title                             | Class                      | Work Exp/ |           |          | Credits   |
|-----------------------------------|----------------------------|-----------|-----------|----------|-----------|
|                                   |                            | Lab       | Clinical  |          |           |
| <b>FALL SEMESTER (First Year)</b> |                            |           |           |          |           |
| BPR 111                           | Print Reading              | 1         | 2         | 0        | 2         |
| ENG 110                           | Freshman Composition       | 3         | 0         | 0        | 3         |
| WLD 110                           | Cutting Processes          | 1         | 3         | 0        | 2         |
| WLD 115                           | SMAW (Stick) Plate         | 2         | 9         | 0        | 5         |
| WLD 141                           | Symbols and Specifications | 2         | 2         | 0        | 3         |
| WLD 212                           | Inert Gas Welding          | 1         | 3         | 0        | 2         |
|                                   |                            | <b>10</b> | <b>19</b> | <b>0</b> | <b>17</b> |

**SPRING SEMESTER (First Year)**

|         |                             |          |           |          |           |
|---------|-----------------------------|----------|-----------|----------|-----------|
| MAT 110 | Math Measurement & Literacy | 2        | 2         | 0        | 3         |
| 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         |
|         |                             | <b>7</b> | <b>23</b> | <b>0</b> | <b>15</b> |

**FALL SEMESTER (Second Year)**

|         |                         |          |          |          |          |
|---------|-------------------------|----------|----------|----------|----------|
| WLD 151 | Fabrication I           | 2        | 6        | 0        | 4        |
| WLD 261 | Certification Practices | 1        | 3        | 0        | 2        |
|         |                         | <b>3</b> | <b>9</b> | <b>0</b> | <b>6</b> |

**TOTAL SEMESTER HOURS REQUIRED FOR DIPLOMA: 38**

[Note: This program is also offered as a Career and College Promise (CCP) Pathway for eligible high school students. For more information, please review the most current CCP Pathway Guide on the Vance-Granville website at [www.vgcc.edu](http://www.vgcc.edu)]

# BASIC WELDING

(C50420B)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

|         | Title                      | Class | Work Exp/ |          |         |
|---------|----------------------------|-------|-----------|----------|---------|
|         |                            |       | Lab       | Clinical | Credits |
| BPR 111 | Print Reading              | 1     | 2         | 0        | 2       |
| WLD 110 | Cutting Processes          | 1     | 3         | 0        | 2       |
| WLD 115 | SMAW (Stick) Plate         | 2     | 9         | 0        | 5       |
| WLD 141 | Symbols and Specifications | 2     | 2         | 0        | 3       |
| WLD 212 | Inert Gas Welding          | 1     | 3         | 0        | 2       |

**TOTAL SEMESTER HOURS REQUIRED FOR CERTIFICATE: 14**

# WELDING CERTIFICATION PRACTICES

(C50420W)

## *Certificate*

### COURSE AND HOUR REQUIREMENTS

| Title   | Class                      | Lab | Work Exp/ |          |         |
|---------|----------------------------|-----|-----------|----------|---------|
|         |                            |     | Lab       | Clinical | Credits |
| WLD 115 | SMAW (Stick) Plate         | 2   | 9         | 0        | 5       |
| WLD 121 | GMAW (Mig) FCAW/Plate      | 2   | 6         | 0        | 4       |
| WLD 131 | GTAW (Tig) Plate           | 2   | 6         | 0        | 4       |
| WLD 141 | Symbols and Specifications | 2   | 2         | 0        | 3       |
| WLD 261 | Certification Practices    | 1   | 3         | 0        | 2       |

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

# **CURRICULUM COURSE DESCRIPTIONS**



**The following section contains descriptions of courses offered by Vance-Granville Community College.**

The following example explains each component of the course description.

|            |   |          |       |
|------------|---|----------|-------|
| <u>1</u>   |   | <u>2</u> |       |
| ACC 120*** | <b>Principles of Financial Accounting</b> | 3        | 2 0 4 |

3 Prerequisites: Local, DMA 010, DMA 020, DMA 030, and DRE 098  
Corequisites: None

4 Course Offering Availability: Fall

5 This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

1 -- Course prefix, course number, course title

2 -- Number of hours in class, lab, work experience/clinical each week and the number of hours the course is worth upon successful completion.

3 -- Prerequisites: Course or courses that must be successfully completed prior to registering for this course.

Corequisites: Course or courses that must be completed before or taken at the same time of this course.

4 -- Course Offering Availability per semester:

Ex. Fall, Spring, Summer, or at discretion of Dean

5 -- Course description: What the course is about and what you can expect to learn from the course.

**NCCCS Crosswalk for DMA Modules:**

MAT 060 = DMA 010, DMA 020, DMA 030

MAT 070 = DMA 040, DMA 050

MAT 080 = DMA 060, DMA 070, DMA 080

**NCCCS Crosswalk DRE Modules:**

RED 080 & ENG 080 or ENG 085/085A = DRE 097

RED 090 & ENG 090 or ENG 095/095A = DRE 098

Courses that are marked with the indicated number of asterisks below are part of the Comprehensive Articulation Agreement and are considered transferable to the sixteen constituent institutions of the University of North Carolina. Courses not marked with an asterisk are generally those in an Associate in Applied Science degree program and are not considered as transferable to four-year institutions.

\* **Universal General Education Transfer Component (UGETC) Courses**

\*\* **General Education Courses**

\*\*\* **Premajor/Elective Courses**

# CURRICULUM COURSES

| Course No.  | Title                                      | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <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  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <b>ACA 122***</b>   | <b>College Transfer Success</b>            | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |  |          |          |                       |          |
| This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> |  |          |          |                       |          |
| <b>ACC 120***</b>   | <b>Principles of Financial Accounting</b>  | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |  |          |          |                       |          |
| This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <b>ACC 121***</b>   | <b>Principles of Managerial Accounting</b> | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, ACC 120***  |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |  |          |          |                       |          |
| This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts, including product-costing systems. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |
| <b>ACC 131</b>  | <b>Federal Income Taxes</b>                | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>ACC 140</b>   | <b>Payroll Accounting</b>              | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, ACC 120***   |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. <i>This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>ACC 150</b>   | <b>Accounting Software Application</b> | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, ACC 120***   |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <b>ACC 220</b>   | <b>Intermediate Accounting I</b>       | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, ACC 120***   |  |          |          |                       |          |
| Local, ACC 121***  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <b>ACC 221</b>   | <b>Intermediate Accounting II</b>      | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, ACC 220  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| 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.  |  |          |          |                       |          |
| <b>ACC 225</b>   | <b>Cost Accounting</b>                 | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ACC 121***   |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                 | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------------|----------|----------|-----------------------|----------|
| <b>ACC 269</b>  | <b>Audit &amp; Assurance Services</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ACC 220   |                                       |          |          |                       |          |
| Corequisites: None  |                                       |          |          |                       |          |
| Course Offering Availability: Spring  |                                       |          |          |                       |          |
| This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.                            |                                       |          |          |                       |          |
| <b>AHR 110</b>  | <b>Intro to Refrigeration</b>         | <b>2</b> | <b>6</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: None   |                                       |          |          |                       |          |
| Corequisites: None  |                                       |          |          |                       |          |
| Course Offering Availability: Fall  |                                       |          |          |                       |          |
| 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. |                                       |          |          |                       |          |
| <b>AHR 111</b>  | <b>HVACR Electricity</b>              | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                       |          |          |                       |          |
| Corequisites: None  |                                       |          |          |                       |          |
| Course Offering Availability: Fall  |                                       |          |          |                       |          |
| 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.  |                                       |          |          |                       |          |
| <b>AHR 112</b>  | <b>Heating Technology</b>             | <b>2</b> | <b>4</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None   |                                       |          |          |                       |          |
| Corequisites: None  |                                       |          |          |                       |          |
| Course Offering Availability: Fall  |                                       |          |          |                       |          |
| 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.  |                                       |          |          |                       |          |
| <b>AHR 113</b>  | <b>Comfort Cooling</b>                | <b>2</b> | <b>4</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None   |                                       |          |          |                       |          |
| Corequisites: None  |                                       |          |          |                       |          |
| Course Offering Availability: Spring  |                                       |          |          |                       |          |
| 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.   |                                       |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------------|----------|----------|-----------------------|----------|
| <b>AHR 114</b>   | <b>Heat Pump Technology</b>      | <b>2</b> | <b>4</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, Take One: AHR 110 or AHR 113   |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| 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.  |                                  |          |          |                       |          |
| <b>AHR 115</b>   | <b>Refrigeration Systems</b>     | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, AHR 110  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| 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.   |                                  |          |          |                       |          |
| <b>AHR 130</b>   | <b>HVAC Controls</b>             | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: AHR 111, ELC 111, or ELC 112   |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| 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: State, Take One: AHR 112 or AHR 113  |                                  |          |          |                       |          |
| Course Offering Availability: Summer   |                                  |          |          |                       |          |
| 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   |                                  |          |          |                       |          |
| Course Offering Availability: Summer   |                                  |          |          |                       |          |
| 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 211</b>   | <b>Residential System Design</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall   |                                  |          |          |                       |          |
| This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychrometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.                          |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------------|----------|----------|-----------------------|----------|
| <b>AHR 212</b>   | <b>Advanced Comfort Services</b> | <b>2</b> | <b>6</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, AHR 114  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.  |                                  |          |          |                       |          |
| <b>AHR 213</b>   | <b>HVACR Building Codes</b>      | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.   |                                  |          |          |                       |          |
| <b>AHR 240</b>   | <b>Hydronic Heating</b>          | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, AHR 112  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall   |                                  |          |          |                       |          |
| This course covers the accepted procedures for proper design, installation, and balance of hydronic heating systems for residential or commercial buildings. Topics include heating equipment; pump, terminal unit, and accessory selection; piping system selection and design; and pipe sizing and troubleshooting. Upon completion, students should be able to assist with the proper design, installation, and balance of typical hydronic systems.  |                                  |          |          |                       |          |
| <b>ALT 120</b>   | <b>Renewable Energy Tech</b>     | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall   |                                  |          |          |                       |          |
| This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydro-electric, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment.   |                                  |          |          |                       |          |
| <b>ART 111*</b>  | <b>Art Appreciation</b>          | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer-at the discretion of the Dean   |                                  |          |          |                       |          |
| This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------------|----------|----------|-----------------------|----------|
| <b>ART 113***</b>  | <b>Art Methods and Materials</b> | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                             |          |          |                       |          |
| Corequisites:  | None                             |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                  |          |          |                       |          |
| This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                                  |          |          |                       |          |
| <b>ART 114*</b>  | <b>Art History Survey I</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                             |          |          |                       |          |
| Corequisites:  | None                             |          |          |                       |          |
| Course Offering Availability: Fall and at the discretion of the Dean   |                                  |          |          |                       |          |
| This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                  |          |          |                       |          |
| <b>ART 115*</b>  | <b>Art History Survey II</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                             |          |          |                       |          |
| Corequisites:  | None                             |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean.  |                                  |          |          |                       |          |
| This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |                                  |          |          |                       |          |
| <b>ART 117**</b>   | <b>Non-Western Art History</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                             |          |          |                       |          |
| Corequisites:  | None                             |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                  |          |          |                       |          |
| This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Oriental, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>   |                                  |          |          |                       |          |
| <b>ART 121***</b>  | <b>Two-Dimensional Design</b>    | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                             |          |          |                       |          |
| Corequisites:  | None                             |          |          |                       |          |
| Course Offering Availability: Fall and at the discretion of the Dean   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>ART 122***</b>   | <b>Three-Dimensional Design</b> | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean  |                                 |          |          |                       |          |
| This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                 |          |          |                       |          |
| <b>ART 131***</b>   | <b>Drawing I</b>                | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall and at the discretion of the Dean  |                                 |          |          |                       |          |
| 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 increased competence in the expressive use of graphic form and techniques. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                                 |          |          |                       |          |
| <b>ART 132***</b>   | <b>Drawing II</b>               | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ART 131   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall and at the discretion of the Dean  |                                 |          |          |                       |          |
| This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                 |          |          |                       |          |
| <b>ART 135***</b>   | <b>Figure Drawing I</b>         | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ART 131   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                 |          |          |                       |          |
| This course introduces rendering the human figure with various drawing materials. Emphasis is placed on the use of the visual elements, anatomy, and proportion in the representation of the draped and undraped figure. Upon completion, students should be able to demonstrate competence in drawing the human figure. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                                 |          |          |                       |          |
| <b>ART 215***</b>   | <b>Visual Art Portfolio</b>     | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean  |                                 |          |          |                       |          |
| This course covers the organization of a comprehensive body of work designed to showcase the visual artist's competencies in selected media and is intended for college transfer or professional advancement. Emphasis includes preparation for gallery exhibition, creation of a digital portfolio, and development of materials associated with best practices for showcasing artistic works, skills, and experience. Upon completion, students should be able to display a professional arrangement of work designed for entry into an advanced visual arts program, application for employment, or presentation to juried gallery exhibitions. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> |                                 |          |          |                       |          |



# CURRICULUM COURSES

| Course No.   | Title                        | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|------------------------------|----------|----------|-----------------------|----------|
| <b>ART 240***</b>  | <b>Painting I</b>            | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean   |                              |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> |                              |          |          |                       |          |
| <b>ART 241***</b>  | <b>Painting II</b>           | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ART 240  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean   |                              |          |          |                       |          |
| This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                              |          |          |                       |          |
| <b>ART 264***</b>  | <b>Digital Photography I</b> | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                              |          |          |                       |          |
| This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                              |          |          |                       |          |
| <b>ATR 112</b>   | <b>Intro to Automation</b>   | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Fall   |                              |          |          |                       |          |
| This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.   |                              |          |          |                       |          |
| <b>ATR 280</b>   | <b>Robotic Fundamentals</b>  | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Spring   |                              |          |          |                       |          |
| 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.   |                              |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                              | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|------------------------------------|----------|----------|-----------------------|----------|
| <b>AUT 114</b>  | <b>Safety and Emissions</b>        | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Spring  |                                    |          |          |                       |          |
| This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections.   |                                    |          |          |                       |          |
| <b>AUT 114A</b>   | <b>Safety and Emissions Lab</b>    | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: State, AUT 114  |                                    |          |          |                       |          |
| Course Offering Availability: Spring  |                                    |          |          |                       |          |
| This course is an optional lab that allows students to enhance their understanding of North Carolina State Emissions Inspection failures. Topics include evaporative, positive crankcase ventilation, exhaust gas recirculation and exhaust emissions systems operation, including catalytic converter failure diagnosis. Upon completion, students should be able to employ diagnostic strategies to repair vehicle emissions failures resulting from North Carolina State Emissions inspection.       |                                    |          |          |                       |          |
| <b>AUT 116</b>  | <b>Engine Repair</b>               | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall  |                                    |          |          |                       |          |
| This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. |                                    |          |          |                       |          |
| <b>AUT 116A</b>   | <b>Engine Repair Lab</b>           | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: State, AUT 116  |                                    |          |          |                       |          |
| Course Offering Availability: Fall  |                                    |          |          |                       |          |
| This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.   |                                    |          |          |                       |          |
| <b>AUT 123</b>  | <b>Powertrain Diagn &amp; Serv</b> | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall  |                                    |          |          |                       |          |
| This course covers the diagnosis, repair and service of the vehicle powertrain and related systems. Topics include fundamental operating principles of engines and transmissions and use of proper service procedures for diagnosis, service and removal and replacement of major components. Upon completion, students should be able to perform basic service and diagnosis of the powertrain and related systems, and to perform in vehicle repairs and remove and replace components.               |                                    |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                    | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>AUT 141</b>   | <b>Suspension &amp; Steering Systems</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.  |  |          |          |                       |          |
| <b>AUT 141A</b>  | <b>Suspension &amp; Steering Lab</b>     | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: State, AUT 141   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.  |  |          |          |                       |          |
| <b>AUT 151</b>   | <b>Brake Systems</b>                     | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| 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 151A</b>  | <b>Brakes Systems Lab</b>                | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: State, AUT 151   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.   |  |          |          |                       |          |
| <b>AUT 163</b>   | <b>Adv Auto Electricity</b>              | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, TRN 120  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. |  |          |          |                       |          |
| <b>AUT 163A</b>  | <b>Adv Auto Electricity Lab</b>          | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: State, AUT 163   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.          |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                              | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|------------------------------------|----------|----------|-----------------------|----------|
| <b>AUT 181</b>   | <b>Engine Performance 1</b>        | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Fall   |                                    |          |          |                       |          |
| This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information. |                                    |          |          |                       |          |
| <b>AUT 181A</b>  | <b>Engine Performance 1 Lab</b>    | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: State, AUT 181   |                                    |          |          |                       |          |
| Course Offering Availability: Fall   |                                    |          |          |                       |          |
| This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.                  |                                    |          |          |                       |          |
| <b>AUT 183</b>   | <b>Engine Performance 2</b>        | <b>2</b> | <b>6</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, AUT 181  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Fall   |                                    |          |          |                       |          |
| This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.      |                                    |          |          |                       |          |
| <b>AUT 212</b>   | <b>Auto Shop Management</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                    |          |          |                       |          |
| This course covers the principles of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.   |                                    |          |          |                       |          |
| <b>AUT 221</b>   | <b>Automatic Transm/Transaxles</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Summer   |                                    |          |          |                       |          |
| 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.  |                                    |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------------|----------|----------|-----------------------|----------|
| <b>AUT 221A</b>  | <b>Auto Transm/Transax Lab</b>   | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: State, AUT 221   |                                  |          |          |                       |          |
| Course Offering Availability: Summer   |                                  |          |          |                       |          |
| This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.  |                                  |          |          |                       |          |
| <b>AUT 231</b>   | <b>Man Trans/Axles/Drtrains</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.   |                                  |          |          |                       |          |
| <b>AUT 231A</b>  | <b>Man Trans/Ax/Drtrains Lab</b> | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: State, AUT 231   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.   |                                  |          |          |                       |          |
| <b>AUT 281</b>   | <b>Adv Engine Performance</b>    | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall   |                                  |          |          |                       |          |
| This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion students should be able to perform diagnosis and repair.  |                                  |          |          |                       |          |
| <b>BIO 110*</b>  | <b>Principles of Biology</b>     | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                  |          |          |                       |          |
| This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.</i> |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------------|----------|----------|-----------------------|----------|
| <b>BIO 111*</b>  | <b>General Biology I</b>         | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall   |                                  |          |          |                       |          |
| This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>            |                                  |          |          |                       |          |
| <b>BIO 112*</b>  | <b>General Biology II</b>        | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, BIO 111*   |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>  |                                  |          |          |                       |          |
| <b>BIO 140**</b>   | <b>Environmental Biology</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This course is also available through the Virtual Learning Community (VLC).</i> |                                  |          |          |                       |          |
| <b>BIO 140A**</b>  | <b>Environmental Biology Lab</b> | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: State, BIO 140**   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer   |                                  |          |          |                       |          |
| This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This course is also available through the Virtual Learning Community (VLC).</i>   |                                  |          |          |                       |          |
| <b>BIO 155***</b>  | <b>Nutrition</b>                 | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>            |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                              | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|------------------------------------|----------|----------|-----------------------|----------|
| <b>BIO 160</b>   | <b>Introductory Life Science</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                    |          |          |                       |          |
| This course introduces scientific and biological concepts. Topics include basic chemistry, cell structure and function, cell division, basic genetic concepts, anatomical terminology, and metric-English measurements and conversions. Upon completion, students should be able to demonstrate an understanding of basic chemistry, cell biology, genetic concepts; anatomical terminology; and metric-English measurements and conversions.  |                                    |          |          |                       |          |
| <b>BIO 163***</b>  | <b>Basic Anat &amp; Physiology</b> | <b>4</b> | <b>2</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer   |                                    |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                                    |          |          |                       |          |
| <b>BIO 168***</b>  | <b>Anatomy and Physiology I</b>    | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                    |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                    |          |          |                       |          |
| <b>BIO 169***</b>  | <b>Anatomy and Physiology II</b>   | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, BIO 168***   |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Spring, Summer   |                                    |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>                                |                                    |          |          |                       |          |
| <b>BIO 175***</b>  | <b>General Microbiology</b>        | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: BIO 110*, BIO 111*, BIO 163***, BIO 165, or BIO 168***;  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Summer   |                                    |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i> |                                    |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---|----------|----------|-----------------------|----------|
| <b>BIO 271***</b>  | <b>Pathophysiology</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take One: BIO 163*** or BIO 169***                               |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer   |   |          |          |                       |          |
| This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |   |          |          |                       |          |
| <b>BIO 275***</b>  | <b>Microbiology</b>   | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, Take One BIO 110*, BIO 111*, BIO 163***, BIO 165, or BIO 168***; |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability: Spring   |   |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i> |   |          |          |                       |          |
| <b>BPM 110</b>   | <b>Bioprocess Practices</b>   | <b>3</b> | <b>4</b> | <b>0</b>              | <b>5</b> |
| Prerequisites:   | None  |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability: Fall and at the discretion of the Dean   |   |          |          |                       |          |
| This course provides a study of plant operations including various plant utility systems and detailed study of the varied plant environments in a bioprocessing facility. Emphasis is placed on quality mindset and principles of validation through applications of monitoring procedures. Upon completion, students should be able to demonstrate the rigors of industry regulation and its necessity. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |   |          |          |                       |          |
| <b>BPM 111</b>   | <b>Bioprocess Measurements</b>  | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, Take All: BIO 110* and BPM 110                                   |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean   |   |          |          |                       |          |
| This course covers a variety of physical measurements. Emphasis is placed on pH, temperature, pressure and flow rates, as well as spectrophotometry, and biochemical and chemical analytical methods. Upon completion, students should be able to demonstrate and perform many aspects of process monitoring.  |   |          |          |                       |          |
| <b>BPM 112</b>   | <b>Upstream Bioprocessing</b>   | <b>3</b> | <b>4</b> | <b>0</b>              | <b>5</b> |
| Prerequisites:   | State, BPM 111  |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability: Fall and at the discretion of the Dean   |   |          |          |                       |          |
| This course introduces techniques involved in cell growth and fractionation. Topics include fermentation theory and application, as well as cell harvesting, cell disruption, and fractionation methods. Upon completion, students should be able to grow cells as well as isolate and collect various fractions.  |   |          |          |                       |          |



# CURRICULUM COURSES

| Course No.   | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>BPM 113</b>   | <b>Downstream Bioprocessing</b>                    | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, Take All: BPM 111, CHM 131** and CHM 131A** |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean   |  |          |          |                       |          |
| This course introduces a variety of techniques involved in separation procedures. Topics include extraction and precipitation, concentration and molecular filtration methods, as well as different types of chromatography. Upon completion, students should be able to perform separation procedures with an understanding of industrial scale procedures.   |  |          |          |                       |          |
| <b>BPR 111</b>   | <b>Print Reading</b>                               | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites:   | None   |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.   |  |          |          |                       |          |
| 5  |  |          |          |                       |          |
| <b>BPR 130</b>   | <b>Print Reading - Construction</b>                | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None   |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.   |  |          |          |                       |          |
| <b>BUS 110***</b>  | <b>Introduction to Business</b>                    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None   |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <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   |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                 | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------------|----------|----------|-----------------------|----------|
| <b>BUS 116</b>   | <b>Business Law II</b>                | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, BUS 115***                     |          |          |                       |          |
| Corequisites:  | None                                  |          |          |                       |          |
| Course Offering Availability:  | Spring                                |          |          |                       |          |
| <p>This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>                         |                                       |          |          |                       |          |
| <b>BUS 121</b>   | <b>Business Math</b>                  | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                                  |          |          |                       |          |
| Corequisites:  | None                                  |          |          |                       |          |
| Course Offering Availability:  | Fall                                  |          |          |                       |          |
| <p>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. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>   |                                       |          |          |                       |          |
| <b>BUS 137***</b>  | <b>Principles of Management</b>       | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                                  |          |          |                       |          |
| Corequisites:  | None                                  |          |          |                       |          |
| Course Offering Availability:  | Spring                                |          |          |                       |          |
| <p>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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i></p> |                                       |          |          |                       |          |
| <b>BUS 153</b>   | <b>Human Resource Management</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None                                  |          |          |                       |          |
| Corequisites:  | None                                  |          |          |                       |          |
| Course Offering Availability:  | Spring                                |          |          |                       |          |
| <p>This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>                                     |                                       |          |          |                       |          |
| <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                                  |          |          |                       |          |
| Course Offering Availability:  | Fall                                  |          |          |                       |          |
| <p>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. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>                  |                                       |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title   | Class    | Lab       | Work Exp/<br>Clinical | Credit   |
|--|---|----------|-----------|-----------------------|----------|
| <b>BUS 225</b>   | <b>Business Finance</b>                       | <b>2</b> | <b>2</b>  | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, ACC 120***                             |          |           |                       |          |
| Corequisites:  | None  |          |           |                       |          |
| Course Offering Availability:  | Spring  |          |           |                       |          |
| <p>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. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>                          |   |          |           |                       |          |
| <b>BUS 260</b>   | <b>Business Communication</b>                 | <b>3</b> | <b>0</b>  | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take One: ENG 110 or ENG 111*          |          |           |                       |          |
| Corequisites:  | None  |          |           |                       |          |
| Course Offering Availability:  | Fall  |          |           |                       |          |
| <p>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. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>   |   |          |           |                       |          |
| <b>BUS 270</b>   | <b>Professional Development</b>               | <b>3</b> | <b>0</b>  | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None  |          |           |                       |          |
| Corequisites:  | None  |          |           |                       |          |
| Course Offering Availability:  | Spring  |          |           |                       |          |
| <p>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.</p>   |   |          |           |                       |          |
| <b>BUS 280</b>   | <b>REAL Small Business</b>                    | <b>4</b> | <b>0</b>  | <b>0</b>              | <b>4</b> |
| Prerequisites:   | None  |          |           |                       |          |
| Corequisites:  | None  |          |           |                       |          |
| Course Offering Availability:  | Course offered at the discretion of the Dean. |          |           |                       |          |
| <p>This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.</p>                        |   |          |           |                       |          |
| <b>CAR 111</b>   | <b>Carpentry I</b>                            | <b>3</b> | <b>15</b> | <b>0</b>              | <b>8</b> |
| Prerequisites:   | None  |          |           |                       |          |
| Corequisites:  | None  |          |           |                       |          |
| Course Offering Availability:  | Fall  |          |           |                       |          |
| <p>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.</p> |   |          |           |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                  | Class    | Lab       | Work Exp/<br>Clinical | Credit   |
|---|--|----------|-----------|-----------------------|----------|
| <b>CAR 112</b>  | <b>Carpentry II</b>                    | <b>3</b> | <b>15</b> | <b>0</b>              | <b>8</b> |
| Prerequisites: State, CAR 111   |  |          |           |                       |          |
| Corequisites: None  |  |          |           |                       |          |
| Course Offering Availability: Spring  |  |          |           |                       |          |
| 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: State, CAR 111   |  |          |           |                       |          |
| Corequisites: None  |  |          |           |                       |          |
| Course Offering Availability: Summer  |  |          |           |                       |          |
| 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  |  |          |           |                       |          |
| Course Offering Availability: Spring  |  |          |           |                       |          |
| 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: State, BPR 130   |  |          |           |                       |          |
| Corequisites: None  |  |          |           |                       |          |
| Course Offering Availability: Spring  |  |          |           |                       |          |
| 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.  |  |          |           |                       |          |
| <b>CAT 210</b>  | <b>CT Physics &amp; Equipment</b>      | <b>3</b> | <b>0</b>  | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |           |                       |          |
| Corequisites: None  |  |          |           |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |  |          |           |                       |          |
| This course covers the system operations and components, image processing and display, image quality, and artifacts in computed tomography. Emphasis is placed on the data acquisition components, tissue attenuation conversions, image manipulation, and factors controlling image resolution. Upon completion, students should be able to understand the physics and instrumentation used in computed tomography.          |  |          |           |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                         | Class    | Lab      | Work Exp/<br>Clinical | Credit    |
|---|-------------------------------|----------|----------|-----------------------|-----------|
| <b>CAT 211</b>  | <b>CT Procedures</b>          | <b>4</b> | <b>0</b> | <b>0</b>              | <b>4</b>  |
| Prerequisites: None   |                               |          |          |                       |           |
| Corequisites: State, CAT 210  |                               |          |          |                       |           |
| Course Offering Availability: Course offered at the discretion of the Dean  |                               |          |          |                       |           |
| This course is designed to cover specialized patient care, cross-sectional anatomy, contrast media, and scanning procedures in computed tomography. Emphasis is placed on patient assessment and monitoring, contrast agents' use, radiation safety, methods of data acquisition, and identification of cross-sectional anatomy. Upon completion, students should be able to integrate all facets of the imaging procedures in computed tomography.                         |                               |          |          |                       |           |
| <b>CAT 231</b>  | <b>CT Clinical Practicum</b>  | <b>0</b> | <b>0</b> | <b>33</b>             | <b>11</b> |
| Prerequisites: None   |                               |          |          |                       |           |
| Corequisites: None  |                               |          |          |                       |           |
| Course Offering Availability: Course offered at the discretion of the Dean  |                               |          |          |                       |           |
| This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.   |                               |          |          |                       |           |
| <b>CCT 110</b>  | <b>Intro to Cyber Crime</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b>  |
| Prerequisites: None   |                               |          |          |                       |           |
| Corequisites: None  |                               |          |          |                       |           |
| Course Offering Availability: Fall  |                               |          |          |                       |           |
| This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.  |                               |          |          |                       |           |
| <b>CCT 121</b>  | <b>Computer Crime Invest.</b> | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b>  |
| Prerequisites: None   |                               |          |          |                       |           |
| Corequisites: None  |                               |          |          |                       |           |
| Course Offering Availability: Spring  |                               |          |          |                       |           |
| This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cyber crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.      |                               |          |          |                       |           |
| <b>CCT 220</b>  | <b>Forensic Accounting</b>    | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b>  |
| Prerequisites: None   |                               |          |          |                       |           |
| Corequisites: None  |                               |          |          |                       |           |
| Course Offering Availability: Spring  |                               |          |          |                       |           |
| This course introduces the basic principles and procedures of investigative accounting and analysis of financial evidence. Emphasis is placed on collecting data and evidence, evaluation of internal control systems, accounting systems, concealed income analysis and fraud detection. Upon completion, students should be able to apply generally accepted accounting standards and procedures for conducting a criminal investigation audit for financial information. |                               |          |          |                       |           |

# CURRICULUM COURSES

| Course No.   | Title                               | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-------------------------------------|----------|----------|-----------------------|----------|
| <b>CCT 289</b>   | <b>Capstone Project</b>             | <b>1</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: CCT 231 or CCT 220   |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course provides experience in cyber crime investigations or technology security audits in either the public or private domain. Emphasis is placed on student involvement with businesses or agencies dealing with technology security issues or computer crime activities. Upon completion, students should be able to successfully analyze, retrieve erased evidence and testify in mock proceedings against these criminal entrepreneurs.   |                                     |          |          |                       |          |
| <b>CHM 130***</b>  | <b>Gen, Org, &amp; Biochemistry</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: Local, CHM 130A  |                                     |          |          |                       |          |
| Course Offering Availability: Fall   |                                     |          |          |                       |          |
| This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                     |          |          |                       |          |
| <b>CHM 130A***</b>   | <b>Gen, Org, &amp; Biochem Lab</b>  | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: State, CHM 130   |                                     |          |          |                       |          |
| Course Offering Availability: Fall   |                                     |          |          |                       |          |
| This course is a laboratory for CHM 130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 130. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                     |          |          |                       |          |
| <b>CHM 131**</b>   | <b>Introduction to Chemistry</b>    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: Local, CHM 131A  |                                     |          |          |                       |          |
| Course Offering Availability: Fall   |                                     |          |          |                       |          |
| This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This course is also available through the Virtual Learning Community (VLC).</i> |                                     |          |          |                       |          |
| <b>CHM 131A**</b>  | <b>Intro to Chemistry Lab</b>       | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: State, CHM 131**   |                                     |          |          |                       |          |
| Course Offering Availability: Fall   |                                     |          |          |                       |          |
| This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This course is also available through the Virtual Learning Community (VLC).</i>   |                                     |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>CHM 132**</b>  | <b>Organic and Biochemistry</b> | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, Take one set:<br>Set 1: CHM 131 and CHM 131A<br>Set 2: CHM 151  |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This course is also available through the Virtual Learning Community (VLC).</i>   |                                 |          |          |                       |          |
| <b>CHM 151*</b>   | <b>General Chemistry I</b>      | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |                                 |          |          |                       |          |
| <b>CHM 152*</b>   | <b>General Chemistry II</b>     | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, CHM 151*  |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                 |          |          |                       |          |
| <b>CHM 251***</b>   | <b>Organic Chemistry I</b>      | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, CHM 152*  |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                 |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>  |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                              | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|------------------------------------|----------|----------|-----------------------|----------|
| <b>CHM 252***</b>  | <b>Organic Chemistry II</b>        | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, CHM 251***   |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                    |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i> |                                    |          |          |                       |          |
| <b>CIS 110**</b>   | <b>Introduction to Computers</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                    |          |          |                       |          |
| This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative).</i>   |                                    |          |          |                       |          |
| <b>CIS 115**</b>   | <b>Intro. to Prog. &amp; Logic</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One Set:<br>Set 1: DMA 010, DMA 020, DMA 030, and DMA 040<br>Set 2: MAT 121<br>Set 3: MAT 171*  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Spring   |                                    |          |          |                       |          |
| This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This course is also available through the Virtual Learning Community (VLC).</i>   |                                    |          |          |                       |          |
| <b>CIS 162</b>   | <b>MM Presentation Software</b>    | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CIS 110**  |                                    |          |          |                       |          |
| Corequisites: None   |                                    |          |          |                       |          |
| Course Offering Availability: Spring   |                                    |          |          |                       |          |
| This course is designed to integrate visual and audio resources using presentation software in a simple interactive multimedia project. Emphasis is placed upon design and audience considerations, general prototyping, and handling of media resources. Upon completion, students should be able to demonstrate an original interactive multimedia presentation implementing all of these resources in a professional manner.  |                                    |          |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title                                   | Class     | Lab       | Work Exp/<br>Clinical | Credit    |
|---|---|-----------|-----------|-----------------------|-----------|
| <b>CJC 100</b>  | <b>Basic Law Enforcement Training</b>   | <b>10</b> | <b>30</b> | <b>0</b>              | <b>20</b> |
| Prerequisites: Local, Sponsorship from a Public Law Enforcement Agency  |   |           |           |                       |           |
| Corequisites: None  |   |           |           |                       |           |
| Course Offering Availability: Fall, Spring,   |   |           |           |                       |           |
| This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. <i>This is a certificate-level course.</i>   |   |           |           |                       |           |
| <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  |   |           |           |                       |           |
| Course Offering Availability: Fall  |   |           |           |                       |           |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i> |   |           |           |                       |           |
| <b>CJC 112</b>  | <b>Criminology</b>                      | <b>3</b>  | <b>0</b>  | <b>0</b>              | <b>3</b>  |
| Prerequisites: None   |   |           |           |                       |           |
| Corequisites: None  |   |           |           |                       |           |
| Course Offering Availability: Spring  |   |           |           |                       |           |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |   |           |           |                       |           |
| <b>CJC 113</b>  | <b>Juvenile Justice</b>                 | <b>3</b>  | <b>0</b>  | <b>0</b>              | <b>3</b>  |
| Prerequisites: None   |   |           |           |                       |           |
| Corequisites: None  |   |           |           |                       |           |
| Course Offering Availability: Spring  |   |           |           |                       |           |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |   |           |           |                       |           |
| <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  |   |           |           |                       |           |
| Course Offering Availability: Fall  |   |           |           |                       |           |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>  |   |           |           |                       |           |

# CURRICULUM COURSES

| Course No.   | Title                                  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>CJC 122</b>   | <b>Community Policing</b>              | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |  |          |          |                       |          |
| 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   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <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   |  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>               |  |          |          |                       |          |
| <b>CJC 141***</b>  | <b>Corrections</b>                     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <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   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| 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.   |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---|----------|----------|-----------------------|----------|
| <b>CJC 160</b>   | <b>Terrorism Underlying Issues</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |   |          |          |                       |          |
| Corequisites: None   |   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |   |          |          |                       |          |
| This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents. |   |          |          |                       |          |
| <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   |   |          |          |                       |          |
| Course Offering Availability: Spring   |   |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>                           |   |          |          |                       |          |
| <b>CJC 214</b>   | <b>Victimology</b>                      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |   |          |          |                       |          |
| Corequisites: None   |   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |   |          |          |                       |          |
| 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.   |   |          |          |                       |          |
| <b>CJC 221</b>   | <b>Investigative Principles</b>         | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |   |          |          |                       |          |
| Corequisites: None   |   |          |          |                       |          |
| Course Offering Availability: Spring   |   |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>        |   |          |          |                       |          |
| <b>CJC 225</b>   | <b>Crisis Intervention</b>              | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |   |          |          |                       |          |
| Corequisites: None   |   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |   |          |          |                       |          |
| This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.   |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                    | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>CJC 231</b>  | <b>Constitutional Law</b>                | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall  |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <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  |  |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| 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.   |  |          |          |                       |          |
| <b>COM 120**</b>  | <b>Intro Interpersonal Communication</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, ENG 111*  |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>COM 231*</b>   | <b>Public Speaking</b>                   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, ENG 111*  |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                           | Class    | Lab       | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------|----------|-----------|-----------------------|----------|
| <b>COS 111</b>   | <b>Cosmetology Concepts I</b>   | <b>4</b> | <b>0</b>  | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |                                 |          |           |                       |          |
| Corequisites: State, COS 112   |                                 |          |           |                       |          |
| Course Offering Availability: Fall, Spring   |                                 |          |           |                       |          |
| 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: State, COS 111   |                                 |          |           |                       |          |
| Course Offering Availability: Fall, Spring   |                                 |          |           |                       |          |
| 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: State, Take All: COS 111 and COS 112  |                                 |          |           |                       |          |
| Corequisites: None   |                                 |          |           |                       |          |
| Course Offering Availability: Spring   |                                 |          |           |                       |          |
| 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.  |                                 |          |           |                       |          |
| <b>COS 114</b>   | <b>Salon II</b>                 | <b>0</b> | <b>24</b> | <b>0</b>              | <b>8</b> |
| Prerequisites: State, Take All: COS 111 and COS 112  |                                 |          |           |                       |          |
| Corequisites: None   |                                 |          |           |                       |          |
| Course Offering Availability: Spring   |                                 |          |           |                       |          |
| 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: State, Take All: COS 111 and COS 112  |                                 |          |           |                       |          |
| Corequisites: None   |                                 |          |           |                       |          |
| Course Offering Availability: Fall, Spring   |                                 |          |           |                       |          |
| 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: State, Take All: COS 111 and COS 112  |                                 |          |           |                       |          |
| Corequisites: None   |                                 |          |           |                       |          |
| Course Offering Availability: Fall, Spring   |                                 |          |           |                       |          |
| 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.                               |                                 |          |           |                       |          |

# CURRICULUM COURSES

| Course No.  | Title   | Class    | Lab       | Work Exp/<br>Clinical | Credit   |
|---|---|----------|-----------|-----------------------|----------|
| <b>COS 117</b>  | <b>Cosmetology Concepts IV</b>  | <b>2</b> | <b>0</b>  | <b>0</b>              | <b>2</b> |
| Prerequisites:  | State, Take All: COS 111 and COS 112  |          |           |                       |          |
| Corequisites:   | None  |          |           |                       |          |
| Course Offering Availability:   | Fall  |          |           |                       |          |
| 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:  | State, Take All: COS 111 and COS 112  |          |           |                       |          |
| Corequisites:   | None  |          |           |                       |          |
| Course Offering Availability:   | Fall  |          |           |                       |          |
| 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.                        |   |          |           |                       |          |
| <b>COS 223</b>  | <b>Contemp Hair Coloring</b>  | <b>1</b> | <b>3</b>  | <b>0</b>              | <b>2</b> |
| Prerequisites:  | State, Take All: COS 111 and COS 112  |          |           |                       |          |
| Corequisites:   | None  |          |           |                       |          |
| Course Offering Availability:   | Fall  |          |           |                       |          |
| This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a clients color needs and safely and competently perform color applications and correct problems.   |   |          |           |                       |          |
| <b>COS 271</b>  | <b>Instructor Concepts I</b>  | <b>5</b> | <b>0</b>  | <b>0</b>              | <b>5</b> |
| Prerequisites:  | Local, Cosmetology License with six months experience as a licensed cosmetologist |          |           |                       |          |
| Corequisites:   | State, COS 272  |          |           |                       |          |
| Course Offering Availability:   | Fall  |          |           |                       |          |
| 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:  | Local, Cosmetology License with six months experience as a licensed cosmetologist |          |           |                       |          |
| Corequisites:   | State, COS 271  |          |           |                       |          |
| Course Offering Availability:   | Fall  |          |           |                       |          |
| 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.  |   |          |           |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                           | Class    | Lab       | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------|----------|-----------|-----------------------|----------|
| <b>COS 273</b>   | <b>Instructor Concepts II</b>   | <b>5</b> | <b>0</b>  | <b>0</b>              | <b>5</b> |
| Prerequisites: State, Take All: COS 271 and COS 272  |                                 |          |           |                       |          |
| Corequisites: State, COS 274   |                                 |          |           |                       |          |
| Course Offering Availability: Spring   |                                 |          |           |                       |          |
| 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: State, Take All: COS 271 and COS 272  |                                 |          |           |                       |          |
| Corequisites: State, COS 273   |                                 |          |           |                       |          |
| Course Offering Availability: Spring   |                                 |          |           |                       |          |
| 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 133</b>   | <b>C Programming</b>            | <b>2</b> | <b>3</b>  | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                 |          |           |                       |          |
| Corequisites: None   |                                 |          |           |                       |          |
| Course Offering Availability: Fall   |                                 |          |           |                       |          |
| This course introduces computer programming using the C programming language with structured programming principles. 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 at a beginning level.   |                                 |          |           |                       |          |
| <b>CSC 134***</b>  | <b>C++ Programming</b>          | <b>2</b> | <b>3</b>  | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CIS 115**  |                                 |          |           |                       |          |
| Corequisites: None   |                                 |          |           |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                 |          |           |                       |          |
| This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, and debug at a beginning level. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>         |                                 |          |           |                       |          |
| <b>CSC 139***</b>  | <b>Visual BASIC Programming</b> | <b>2</b> | <b>3</b>  | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CIS 115**  |                                 |          |           |                       |          |
| Corequisites: None   |                                 |          |           |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                 |          |           |                       |          |
| This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> |                                 |          |           |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--------------------------------------|----------|----------|-----------------------|----------|
| <b>CSC 151***</b>   | <b>JAVA Programming</b>              | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CIS 115**   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                      |          |          |                       |          |
| This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, debug JAVA language programs. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/ or elective course requirement.</i> |                                      |          |          |                       |          |
| <b>CTI 110</b>  | <b>Web, Pgm, &amp; Db Foundation</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Fall  |                                      |          |          |                       |          |
| This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.                         |                                      |          |          |                       |          |
| <b>CTI 120</b>  | <b>Network &amp; Sec Foundation</b>  | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Fall  |                                      |          |          |                       |          |
| This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.  |                                      |          |          |                       |          |
| <b>CTI 141</b>  | <b>Cloud &amp; Storage Concepts</b>  | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Spring  |                                      |          |          |                       |          |
| This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.  |                                      |          |          |                       |          |
| <b>CTI 150</b>  | <b>Mobile Computing Devices</b>      | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Spring  |                                      |          |          |                       |          |
| This course introduces mobile computing devices, including topics related to their selection, usage, deployment, and support in enterprise environments. Emphasis is placed on the evaluation, usage, deployment, security, and support of mobile devices, applications (apps), and peripherals. Upon completion, students should be able to select, deploy, and support mobile devices in an enterprise environment.   |                                      |          |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title                             | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|-----------------------------------|----------|----------|-----------------------|----------|
| <b>CTI 289</b>  | <b>CTI Capstone Project</b>       | <b>1</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: CTI 110, CTI 120 and CTS 115  |                                   |          |          |                       |          |
| Corequisites: None  |                                   |          |          |                       |          |
| Course Offering Availability: Spring  |                                   |          |          |                       |          |
| This course provides students an opportunity to complete a significant integrated technology project from the design phase through implementation with minimal instructor support. Emphasis is placed on technology policy, process planning, procedure definition, systems architecture, and security issues to create projects for the many areas in which computer technology is integrated. Upon completion, students should be able to create, implement, and support a comprehensive technology integration project from the planning and design phase through implementation.                                    |                                   |          |          |                       |          |
| <b>CTS 115***</b>   | <b>Info Sys Business Concepts</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                   |          |          |                       |          |
| Corequisites: None  |                                   |          |          |                       |          |
| Course Offering Availability: Fall  |                                   |          |          |                       |          |
| The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>            |                                   |          |          |                       |          |
| <b>CTS 120</b>  | <b>Hardware/Software Support</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                   |          |          |                       |          |
| Corequisites: None  |                                   |          |          |                       |          |
| Course Offering Availability: Fall  |                                   |          |          |                       |          |
| This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. |                                   |          |          |                       |          |
| <b>CTS 130</b>  | <b>Spreadsheet</b>                | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, Take One: CIS 110** or OST 137  |                                   |          |          |                       |          |
| Corequisites: None  |                                   |          |          |                       |          |
| Course Offering Availability: Spring  |                                   |          |          |                       |          |
| 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>CTS 220</b>  | <b>Adv Hard/Software Support</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take CTS 120  |                                   |          |          |                       |          |
| Corequisites: None  |                                   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                   |          |          |                       |          |
| This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.   |                                   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>CTS 230</b>   | <b>Advanced Spreadsheet</b>            | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, CTS 130  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.  |  |          |          |                       |          |
| <b>CUL 110</b>   | <b>Sanitation &amp; Safety</b>         | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.          |  |          |          |                       |          |
| <b>CUL 112</b>   | <b>Nutrition for Foodservice</b>       | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.   |  |          |          |                       |          |
| <b>CUL 120</b>   | <b>Purchasing</b>                      | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.  |  |          |          |                       |          |
| <b>CUL 135</b>   | <b>Food &amp; Beverage Service</b>     | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: Local, CUL 135A  |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales, and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.                     |  |          |          |                       |          |
| <b>CUL 135A</b>  | <b>Food &amp; Beverage Service Lab</b> | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: State, CUL 135   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course provides a laboratory experience for enhancing student skills in effective food and beverage service. Emphasis is placed on practical experiences including greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate practical applications of human relations and the skills required in the service of foods and beverages. |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                     | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------|----------|----------|-----------------------|----------|
| <b>CUL 140</b>   | <b>Culinary Skills I</b>  | <b>2</b> | <b>6</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: None  |                           |          |          |                       |          |
| Corequisites: State, CUL 110   |                           |          |          |                       |          |
| Course Offering Availability: Fall   |                           |          |          |                       |          |
| This course introduces the fundamental concepts, skills, and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry.                       |                           |          |          |                       |          |
| <b>CUL 160</b>   | <b>Baking I</b>           | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                           |          |          |                       |          |
| Corequisites: State, CUL 110   |                           |          |          |                       |          |
| Course Offering Availability: Fall   |                           |          |          |                       |          |
| This course covers basic ingredients, techniques, weights and measures, baking terminology, and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products. |                           |          |          |                       |          |
| <b>CUL 170</b>   | <b>Garde Manger I</b>     | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                           |          |          |                       |          |
| Corequisites: State, CUL 110; Local, CUL 170A  |                           |          |          |                       |          |
| Course Offering Availability: Spring   |                           |          |          |                       |          |
| This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology.  |                           |          |          |                       |          |
| <b>CUL 170A</b>  | <b>Garde Manger I Lab</b> | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                           |          |          |                       |          |
| Corequisites: State, Take All: CUL 110 and CUL 170   |                           |          |          |                       |          |
| Course Offering Availability: Spring   |                           |          |          |                       |          |
| This course provides a laboratory experience for enhancing student skills in basic cold food preparation techniques and pantry production. Emphasis is placed on the practical experiences that include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to demonstrate proficiency in the design of a cold food display.                                  |                           |          |          |                       |          |
| <b>CUL 230</b>   | <b>Global Cuisines</b>    | <b>1</b> | <b>8</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: State, Take All: CUL 110 and CUL 140  |                           |          |          |                       |          |
| Corequisites: None   |                           |          |          |                       |          |
| Course Offering Availability: Fall   |                           |          |          |                       |          |
| This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.   |                           |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---|----------|----------|-----------------------|----------|
| <b>CUL 240</b>   | <b>Culinary Skills II</b>                             | <b>1</b> | <b>8</b> | <b>0</b>              | <b>5</b> |
| Prerequisites:   | State, Take All: CUL 110 <b>and</b> CUL 140           |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability:  | Fall  |          |          |                       |          |
| This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat identification/fabrication, butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items. |   |          |          |                       |          |
| <b>CUL 250</b>   | <b>Classical Cuisine</b>                              | <b>1</b> | <b>8</b> | <b>0</b>              | <b>5</b> |
| Prerequisites:   | State, Take All: CUL 110, CUL 140, <b>and</b> CUL 240 |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability:  | Spring  |          |          |                       |          |
| This course is designed to reinforce the classical kitchen. Topics include the working Grand Brigade of the kitchen, signature dishes, and classical banquets. Upon completion, students should be able to demonstrate competence in food preparation in a classical/upscale restaurant or banquet setting.  |   |          |          |                       |          |
| <b>CUL 260</b>   | <b>Baking II</b>                                      | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take All: CUL 110 <b>and</b> CUL 160           |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability:  | Spring  |          |          |                       |          |
| This course is designed to further students' knowledge in ingredients, weights and measures, baking terminology and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, dessert buffet production skills.   |   |          |          |                       |          |
| <b>CUL 280</b>   | <b>Pastry &amp; Confections</b>                       | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take All: CUL 110, CUL 140, <b>and</b> CUL 160 |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability:  | Fall  |          |          |                       |          |
| This course includes confections and candy, chocolate techniques, transfer sheets, pulled and blown sugar, pastillage, marzipan, and custom silicon molding. Emphasis is placed on showpieces, pre-set molding, stencil cutouts, pattern tracing and/or free-hand shaping. Upon completion, students should be able to design and produce centerpieces and showpieces.   |   |          |          |                       |          |
| <b>DBA 110</b>   | <b>Database Concepts</b>                              | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | Local, CTI 110 <b>or</b> OST 138                      |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability:  | Spring  |          |          |                       |          |
| This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.  |   |          |          |                       |          |
| <b>DBA 115</b>   | <b>Database Applications</b>                          | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, DBA 110  |          |          |                       |          |
| Corequisites:  | None  |          |          |                       |          |
| Course Offering Availability:  | Fall  |          |          |                       |          |
| This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.  |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title   | Class       | Lab         | Work Exp/<br>Clinical | Credit   |
|---|---|-------------|-------------|-----------------------|----------|
| <b>DBA 120</b>  | <b>Database Programming 1</b>   | <b>2</b>    | <b>2</b>    | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, DBA 110  |             |             |                       |          |
| Corequisites:   | None  |             |             |                       |          |
| Course Offering Availability:   | Fall  |             |             |                       |          |
| This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.  |   |             |             |                       |          |
| <b>DFT 154</b>  | <b>Intro Solid Modeling</b>   | <b>2</b>    | <b>3</b>    | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |             |             |                       |          |
| Corequisites:   | None  |             |             |                       |          |
| Course Offering Availability:   | Spring  |             |             |                       |          |
| This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.   |   |             |             |                       |          |
| <b>DMA 025</b>  | <b>Applications With Real Numbers</b>   | <b>2.25</b> | <b>1.50</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |             |             |                       |          |
| Corequisites:   | None  |             |             |                       |          |
| Course Offering Availability:   | Fall, Spring, Summer  |             |             |                       |          |
| This course provides a conceptual study of integers, integer operations, the relationship between fractions and decimals, rates, ratios, percents, proportions and related problems. Topics include integer operations and rational numbers, geometric applications, absolute value, exponents, square roots, Pythagorean Theorem, order of operations, rates, ratios, percents, proportions, conversion of English and Metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles, apply the knowledge of the relationships between decimals, fractions, and percents, and use their understanding to solve conceptual application problems. |   |             |             |                       |          |
| <b>DMA 045</b>  | <b>Linear Equations/Inequalities</b>  | <b>1.50</b> | <b>1.00</b> | <b>0</b>              | <b>2</b> |
| Prerequisites:  | State, Take One Set:<br>Set 1: DMA-010, DMA-020, and DMA-030<br>Set 2: DMA-025<br>Set 3: MAT-060  |             |             |                       |          |
| Corequisites:   | None  |             |             |                       |          |
| Course Offering Availability:   | Fall, Spring, Summer  |             |             |                       |          |
| This course provides a conceptual study of problems involving linear expressions, equations, inequalities, and graphic and algebraic representations of lines. Topics include solving equations, slope, equations of lines, interpretation of basic graphs, linear modeling, and contextual application problems. Upon completion, students should be able to simplify expressions, solve equations and inequalities, create and interpret graphical representation of equations, inequalities, and real world data, and apply this knowledge to real world situations.   |   |             |             |                       |          |
| <b>DMA 065</b>  | <b>Algebra for Precalculus</b>  | <b>2.25</b> | <b>1.50</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, Take One Set:<br>Set 1: DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050<br>Set 2: DMA-010, DMA-020, DMA-030, and DMA-045<br>Set 3: DMA-025, DMA-040, and DMA-050<br>Set 4: DMA-025 and DMA-045 |             |             |                       |          |
| Corequisites:   | None  |             |             |                       |          |
| Course Offering Availability:   | Fall, Spring, Summer  |             |             |                       |          |
| This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications.  |   |             |             |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------------|----------|----------|-----------------------|----------|
| <b>DRA 111*</b>  | <b>Theatre Appreciation</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, and at the discretion of the Dean.   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.</i> |                                  |          |          |                       |          |
| <b>DRA 112**</b>   | <b>Literature of the Theatre</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall and at the at the discretion of the Dean.   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>   |                                  |          |          |                       |          |
| <b>DRA 122**</b>   | <b>Oral Interpretation</b>       | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, and at the discretion of the Dean.   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>  |                                  |          |          |                       |          |
| <b>DRA 130***</b>  | <b>Acting I</b>                  | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, DRA 122**  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                  |          |          |                       |          |
| This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                  |          |          |                       |          |
| <b>DRA 131***</b>  | <b>Acting II</b>                 | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, DRA 130***   |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                  |          |          |                       |          |
| This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                 | Class      | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------------|------------|----------|-----------------------|----------|
| <b>DRA 145***</b>  | <b>Stage Make-Up</b>                  | <b>1</b>   | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                       |            |          |                       |          |
| Corequisites: None   |                                       |            |          |                       |          |
| Course Offering Availability: Spring   |                                       |            |          |                       |          |
| This course covers the research, design, selection of materials, and application of stage make-up, prosthetics, wigs, and hairpieces. Emphasis is placed on the development of techniques, style, and presentation of the finished make-up. Upon completion, students should be able to create and apply make-up, prosthetics, and hairpieces. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                       |            |          |                       |          |
| <b>DRA 170***</b>  | <b>Play Production I</b>              | <b>0</b>   | <b>9</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |            |          |                       |          |
| Corequisites: None   |                                       |            |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                       |            |          |                       |          |
| This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                       |            |          |                       |          |
| <b>DRA 171***</b>  | <b>Play Production II</b>             | <b>0</b>   | <b>9</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, DRA 170***   |                                       |            |          |                       |          |
| Corequisites: None   |                                       |            |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                       |            |          |                       |          |
| This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theatre production. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                       |            |          |                       |          |
| <b>DRA 230***</b>  | <b>Acting III</b>                     | <b>0</b>   | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, DRA 131***   |                                       |            |          |                       |          |
| Corequisites: None   |                                       |            |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |            |          |                       |          |
| This course is designed to include an exploration of acting styles. Emphasis is placed on putting the actor's skills to work in a major theatrical form-musical, comedy, or drama. Upon completion, students should be able to explore their creativity in an acting ensemble. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                       |            |          |                       |          |
| <b>DRE 096</b>   | <b>Integrated Reading and Writing</b> | <b>2.5</b> | <b>1</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |            |          |                       |          |
| Corequisites: None   |                                       |            |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer   |                                       |            |          |                       |          |
| This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile® range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. <i>This course is designed for delivery in 8 weeks, with 7 contact hours per week.</i> |                                       |            |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                 | Class      | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------------|------------|----------|-----------------------|----------|
| <b>DRE 097</b>  | <b>Integrated Reading Writing II</b>  | <b>2.5</b> | <b>1</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, DRE 096                        |            |          |                       |          |
| Corequisites:   | None                                  |            |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                       |            |          |                       |          |
| This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. <i>This course is designed for delivery in 8 weeks, with 7 contact hours per week.</i>  |                                       |            |          |                       |          |
| <b>DRE 098</b>  | <b>Integrated Reading Writing III</b> | <b>2.5</b> | <b>1</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, DRE 097                        |            |          |                       |          |
| Corequisites:   | None                                  |            |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                       |            |          |                       |          |
| This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. <i>This course is designed for delivery in 8 weeks, with 7 contact hours per week.</i>   |                                       |            |          |                       |          |
| <b>ECO 151**</b>  | <b>Survey of Economics</b>            | <b>3</b>   | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None                                  |            |          |                       |          |
| Corequisites:   | None                                  |            |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                       |            |          |                       |          |
| This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This course is also available through the Virtual Learning Community (VLC).</i>   |                                       |            |          |                       |          |
| <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                                  |            |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                       |            |          |                       |          |
| This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                       |            |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title                                 | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------------|----------|----------|-----------------------|----------|
| <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  |                                       |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                       |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |                                       |          |          |                       |          |
| <b>EDU 119</b>  | <b>Intro to Early Child Educ</b>      | <b>4</b> | <b>0</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None   |                                       |          |          |                       |          |
| Corequisites: None  |                                       |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                       |          |          |                       |          |
| This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans. <i>This course is also available through the Virtual Learning Community (VLC). This course is part of the NCCDA credential. <b>Note:</b> Students must earn a grade of "C" or better in this course to qualify for the North Carolina Early Childhood Credential (NCECC) or the School-Age Child Care Credential (NCSACCC).</i> |                                       |          |          |                       |          |
| <b>EDU 131***</b>   | <b>Child, Family, &amp; Community</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                       |          |          |                       |          |
| Corequisites: State, DRE 097  |                                       |          |          |                       |          |
| Course Offering Availability: Spring, Summer  |                                       |          |          |                       |          |
| This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is part of the NCCDA credential. This course is also available through the Virtual Learning Community (VLC).</i> |                                       |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                       | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|-----------------------------|----------|----------|-----------------------|----------|
| <b>EDU 144***</b>   | <b>Child Development I</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                             |          |          |                       |          |
| Corequisites: State, DRE 097  |                             |          |          |                       |          |
| Course Offering Availability: Fall  |                             |          |          |                       |          |
| <p>This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is part of the NCCDA Infant credential. This course is also available through the Virtual Learning Community (VLC).</i></p>       |                             |          |          |                       |          |
| <b>EDU 145***</b>   | <b>Child Development II</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                             |          |          |                       |          |
| Corequisites: State, DRE 097  |                             |          |          |                       |          |
| Course Offering Availability: Spring  |                             |          |          |                       |          |
| <p>This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i></p>   |                             |          |          |                       |          |
| <b>EDU 146</b>  | <b>Child Guidance</b>       | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                             |          |          |                       |          |
| Corequisites: State, DRE 097  |                             |          |          |                       |          |
| Course Offering Availability: Fall  |                             |          |          |                       |          |
| <p>This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development. <i>This course is part of the NCCDA Preschool credential. This course is also available through the Virtual Learning Community (VLC).</i></p> |                             |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>EDU 151</b>  | <b>Creative Activities</b>             | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: State, DRE 097  |  |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse. <i>This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>EDU 152</b>  | <b>Music, Movement, &amp; Language</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: State, DRE 097  |  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |  |          |          |                       |          |
| This course introduces a historical perspective of music and movement while integrating whole language learning concepts with emphasis on differentiated instruction. Topics include music, movement, and whole language concepts, learning approaches for culturally, linguistically, and ability diverse children, and use of assistive technology. Upon completion, students should be able to integrate music, movement and language across the curriculum for each child.  |  |          |          |                       |          |
| <b>EDU 153</b>  | <b>Health, Safety &amp; Nutrition</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: State, DRE 097  |  |          |          |                       |          |
| Course Offering Availability: Fall  |  |          |          |                       |          |
| This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments. <i>This course is part of the NCCDA credential. This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <b>EDU 154</b>  | <b>Social/Emotion/Behav Dev</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: EDU 144 and EDU 145   |  |          |          |                       |          |
| Corequisites: State, DRE 097  |  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |  |          |          |                       |          |
| This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---|----------|----------|-----------------------|----------|
| <b>EDU 162</b>  | <b>Observe &amp; Assess in ECE</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |   |          |          |                       |          |
| Corequisites: State, DRE 097  |   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |   |          |          |                       |          |
| This course introduces the research, benefits, goals, and ethical considerations associated with observation and formative assessment in early childhood education. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and effectively use tools to assess the child, teacher practices and indoor and outdoor environments to enhance programming; and explain the importance of assessment partnerships with families and other professionals.  |   |          |          |                       |          |
| <b>EDU 163</b>  | <b>Classroom Mgmt &amp; Instruction</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |   |          |          |                       |          |
| Corequisites: State, DRE 097  |   |          |          |                       |          |
| Course Offering Availability: Fall  |   |          |          |                       |          |
| This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and high quality instructional strategies that enhance the teaching/learning process and promote students' academic success.   |   |          |          |                       |          |
| <b>EDU 216***</b>   | <b>Foundations of Education</b>         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |   |          |          |                       |          |
| Corequisites: State, DRE 098  |   |          |          |                       |          |
| Course Offering Availability: Fall  |   |          |          |                       |          |
| This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i> |   |          |          |                       |          |
| <b>EDU 220</b>  | <b>Prog Poli in Early Interv</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: EDU 144 or EDU 234  |   |          |          |                       |          |
| Corequisites: State, DRE 098  |   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |   |          |          |                       |          |
| This course covers program policies, issues, legislation, and service delivery models included in early intervention. Emphasis is placed on trends and policies in early intervention relating to programs for infants and young children with disabilities, family roles, and research outcomes. Upon completion, students should be able to identify roles and responsibilities, describe the referral and placement options and explain the different service delivery models.   |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                 | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------------|----------|----------|-----------------------|----------|
| <b>EDU 221***</b>  | <b>Children with Exceptionalities</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: EDU 144 and EDU 145  |                                       |          |          |                       |          |
| Corequisites: State, DRE 098   |                                       |          |          |                       |          |
| Course Offering Availability: Fall   |                                       |          |          |                       |          |
| This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> |                                       |          |          |                       |          |
| <b>EDU 223</b>   | <b>Specific Learning Disab</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: EDU 144 and EDU 145  |                                       |          |          |                       |          |
| Corequisites: State, DRE 098   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                       |          |          |                       |          |
| <b>EDU 234</b>   | <b>Infants, Toddlers, &amp; Twos</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, EDU 119  |                                       |          |          |                       |          |
| Corequisites: State, DRE 098   |                                       |          |          |                       |          |
| Course Offering Availability: Spring   |                                       |          |          |                       |          |
| This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months. <i>This course is part of the NCCDA Infant credential.</i>   |                                       |          |          |                       |          |
| <b>EDU 243</b>   | <b>Learning Theory</b>                | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: State, DRE 098   |                                       |          |          |                       |          |
| Course Offering Availability: Fall   |                                       |          |          |                       |          |
| This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.   |                                       |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                               | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-------------------------------------|----------|----------|-----------------------|----------|
| <b>EDU 244</b>   | <b>Human Growth/Development</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: State, DRE 098   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.   |                                     |          |          |                       |          |
| <b>EDU 245</b>   | <b>Policies and Procedures</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: State, DRE 098   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.  |                                     |          |          |                       |          |
| <b>EDU 247</b>   | <b>Sensory &amp; Physical Disab</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: EDU 144 and EDU 145  |                                     |          |          |                       |          |
| Corequisites: State, DRE 098   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course covers characteristics, intervention strategies, assistive technologies, and inclusive practices for children with sensory and physical disabilities. Topics include inclusive placement options, utilization of support services, other health impairments and family involvement for children with sensory and physical disabilities. Upon completion, students should be able to identify and utilize intervention strategies and service delivery options for those specific disabilities. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                     |          |          |                       |          |
| <b>EDU 248</b>   | <b>Developmental Delays</b>         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: EDU 144 and EDU 145  |                                     |          |          |                       |          |
| Corequisites: State, DRE 098   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course covers the causes and assessment of developmental delays and individualized instruction and curriculum for children with developmental delays. Emphasis is placed on definition, characteristics, assessment, educational strategies, inclusion, family involvement, and services for children with developmental delays. Upon completion, students should be able to identify, assess, and plan educational intervention strategies for children with developmental delays and their families. <i>This course is also available through the Virtual Learning Community (VLC).</i> |                                     |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---|----------|----------|-----------------------|----------|
| <b>EDU 250</b>  | <b>Teacher Licensure Preparation</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | State, Take One Set:<br>Set 1: ENG 111 <b>and</b> MAT 143<br>Set 2: ENG 111 <b>and</b> MAT 152<br>Set 3: ENG 111 <b>and</b> MAT 171 |          |          |                       |          |
| Course Offering Availability:   | Spring  |          |          |                       |          |
| <p>This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.</p> |   |          |          |                       |          |
| <b>EDU 251</b>  | <b>Exploration Activities</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | State, DRE 098  |          |          |                       |          |
| Course Offering Availability:   | Spring  |          |          |                       |          |
| <p>This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.</p>  |   |          |          |                       |          |
| <b>EDU 259</b>  | <b>Curriculum Planning</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, EDU 119  |          |          |                       |          |
| Corequisites:   | State, DRE 098  |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| <p>This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.</p>   |   |          |          |                       |          |
| <b>EDU 261</b>  | <b>Early Childhood Admin I</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | State, Take All: DRE 098 <b>and</b> EDU 119   |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| <p>This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>  |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---|----------|----------|-----------------------|----------|
| <b>EDU 262</b>   | <b>Early Childhood Admin II</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, EDU 261  |          |          |                       |          |
| Corequisites:  | State, Take All: DRE 098 <b>and</b> EDU 119                             |          |          |                       |          |
| Course Offering Availability:  | Spring  |          |          |                       |          |
| <p>This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>  |   |          |          |                       |          |
| <b>EDU 271</b>   | <b>Educational Technology</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None  |          |          |                       |          |
| Corequisites:  | State, DRE 098  |          |          |                       |          |
| Course Offering Availability:  | Fall  |          |          |                       |          |
| <p>This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>   |   |          |          |                       |          |
| <b>EDU 280</b>   | <b>Language &amp; Literacy Experiences</b>                              | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | None  |          |          |                       |          |
| Corequisites:  | State, DRE 098  |          |          |                       |          |
| Course Offering Availability:  | Spring  |          |          |                       |          |
| <p>This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse. <i>This course is also available through the Virtual Learning Community (VLC).</i></p>                                     |   |          |          |                       |          |
| <b>EDU 284</b>   | <b>Early Child Capstone Prac</b>  | <b>1</b> | <b>9</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, Take All: EDU 119, EDU 144, EDU 145, EDU 146, <b>and</b> EDU 151 |          |          |                       |          |
| Corequisites:  | State, DRE 098  |          |          |                       |          |
| Course Offering Availability:  | Fall, Spring  |          |          |                       |          |
| <p>This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.</p> |   |          |          |                       |          |



# CURRICULUM COURSES

| Course No.   | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>EDU 287</b>   | <b>Leadership/Early Child Ed</b>                               | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take All: EDU 119, EDU 131, EDU 144, <b>and</b> EDU 145 |          |          |                       |          |
| Corequisites:  | State, DRE 098   |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course is designed to facilitate and guide the development of early childhood professionals preparing for leadership roles in improving community early childhood services. Topics include principles of social change, characteristics of effective leaders, techniques of action research, childcare funding mechanisms, quality initiatives, and key issues in early care. Upon completion, students should be able to identify key issues; develop strategic plans; establish relationships with community leaders; and identify opportunities and barriers for advocacy. |  |          |          |                       |          |
| <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   |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| 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>Residential Wiring</b>                                      | <b>2</b> | <b>6</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | None   |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.              |  |          |          |                       |          |
| <b>ELC 114</b>   | <b>Commercial Wiring</b>                                       | <b>2</b> | <b>6</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | Local, ELC 113   |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |  |          |          |                       |          |
| This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduits associated with commercial electrical installations.   |  |          |          |                       |          |
| <b>ELC 115</b>   | <b>Industrial Wiring</b>                                       | <b>2</b> | <b>6</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | None   |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| 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:   | None   |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------|----------|----------|-----------------------|----------|
| <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   |                                 |          |          |                       |          |
| Course Offering Availability: Fall   |                                 |          |          |                       |          |
| 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 125</b>   | <b>Diagrams and Schematics</b>  | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Fall   |                                 |          |          |                       |          |
| 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.  |                                 |          |          |                       |          |
| <b>ELC 128</b>   | <b>Intro to PLC</b>             | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Summer   |                                 |          |          |                       |          |
| This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.   |                                 |          |          |                       |          |
| <b>ELC 130</b>   | <b>Advanced Motors/Controls</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: ELC 111, ELC 112, ELC 131, or ELC 138  |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course covers motors concepts, construction and characteristics and provides a foundation in motor controls. Topics include motor control ladder logic, starters, timers, overload protection, braking, reduced voltage starting, SCR control, AC/DC drives, system and component level troubleshooting. Upon completion, students should be able to specify, connect, control, troubleshoot, and maintain motors and motor control systems.                |                                 |          |          |                       |          |
| <b>ELC 131</b>   | <b>Circuit Analysis I</b>       | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Fall and Spring  |                                 |          |          |                       |          |
| This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment. |                                 |          |          |                       |          |
| <b>ELC 133</b>   | <b>Circuit Analysis II</b>      | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: Local, ELC 131  |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course covers additional concepts of DC/AC electricity, the use of test equipment, and measurement techniques. Topics include the application of network theorems such as delta/wye transformations, Superposition Theorem, and other advanced circuit analysis principles. Upon completion, students should be able to construct and analyze DC/AC circuits used advanced circuit analysis theorems, circuit simulators, and test equipment.               |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                         | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|-------------------------------|----------|----------|-----------------------|----------|
| <b>ELC 213</b>  | <b>Instrumentation</b>        | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None   |                               |          |          |                       |          |
| Corequisites: None  |                               |          |          |                       |          |
| Course Offering Availability: Spring  |                               |          |          |                       |          |
| This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.   |                               |          |          |                       |          |
| <b>ELC 215</b>  | <b>Electrical Maintenance</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                               |          |          |                       |          |
| Corequisites: None  |                               |          |          |                       |          |
| Course Offering Availability: Spring  |                               |          |          |                       |          |
| 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.           |                               |          |          |                       |          |
| <b>ELC 220</b>  | <b>Photovoltaic Sys Tech</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                               |          |          |                       |          |
| Corequisites: None  |                               |          |          |                       |          |
| Course Offering Availability: Spring  |                               |          |          |                       |          |
| This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.              |                               |          |          |                       |          |
| <b>ELN 131</b>  | <b>Analog Electronics I</b>   | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: Local, ELC 131   |                               |          |          |                       |          |
| Corequisites: None  |                               |          |          |                       |          |
| Course Offering Availability: Spring  |                               |          |          |                       |          |
| This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.  |                               |          |          |                       |          |
| <b>ELN 132</b>  | <b>Analog Electronics II</b>  | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: Local, ELN 131   |                               |          |          |                       |          |
| Corequisites: None  |                               |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                               |          |          |                       |          |
| This course covers additional applications of analog electronic circuits with an emphasis on analog and mixed signal integrated circuits (IC). Topics include amplification, filtering, oscillation, voltage regulation, and other analog circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog electronic circuits using appropriate techniques and test equipment.                                      |                               |          |          |                       |          |
| <b>ELN 133</b>  | <b>Digital Electronics</b>    | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None   |                               |          |          |                       |          |
| Corequisites: None  |                               |          |          |                       |          |
| Course Offering Availability: Fall  |                               |          |          |                       |          |
| This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. |                               |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>ELN 229</b>   | <b>Industrial Electronics</b>          | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to construct and/or troubleshoot these devices for proper operation in an industrial electronic circuit.  |  |          |          |                       |          |
| <b>ELN 232</b>   | <b>Introduction to Microprocessors</b> | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: Local, ELN 133  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment. |  |          |          |                       |          |
| <b>ELN 235</b>   | <b>Data Communication Sys</b>          | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: Local, ELN 133  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.  |  |          |          |                       |          |
| <b>ELN 247</b>   | <b>Electronic App Project</b>          | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course provides a structured approach to an application-oriented electronics project. Emphasis is placed on selecting, planning, implementing, testing, and presenting an application-oriented project. Upon completion, students should be able to present and demonstrate an electronics application-oriented project.  |  |          |          |                       |          |
| <b>ELN 260</b>   | <b>Prog Logic Controllers</b>          | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.                                |  |          |          |                       |          |
| <b>ELN 275</b>   | <b>Troubleshooting</b>                 | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: Local, ELN 131, ELN 133   |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.                               |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                              | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|------------------------------------|----------|----------|-----------------------|----------|
| <b>ENG 002</b>  | <b>Transition English</b>          | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                    |          |          |                       |          |
| This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.  |                                    |          |          |                       |          |
| <b>ENG 011</b>  | <b>Writing and Inquiry Support</b> | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                    |          |          |                       |          |
| This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.                         |                                    |          |          |                       |          |
| <b>ENG 110</b>  | <b>Freshman Composition</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, DRE 097   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                    |          |          |                       |          |
| This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.  |                                    |          |          |                       |          |
| <b>ENG 111*</b>   | <b>Writing and Inquiry</b>         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, DRE 098   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                    |          |          |                       |          |
| This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                    |          |          |                       |          |
| <b>ENG 111A</b>   | <b>Writing and Inquiry Lab</b>     | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: State, DRE 098   |                                    |          |          |                       |          |
| Corequisites: State, ENG 111  |                                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                    |          |          |                       |          |
| This writing laboratory is designed to apply the skills introduced in ENG 111. Emphasis is placed on the editing and revision components of the writing process. Upon completion, students should be able to apply those skills in the production of final drafts in ENG 111.   |                                    |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>ENG 112*</b>   | <b>Writing &amp; Research in the Disciplines</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ENG 111*  |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |  |          |          |                       |          |
| This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>ENG 116</b>  | <b>Technical Report Writing</b>                  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: ENG 110 or ENG 111*   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| This course, the second in a series of two, introduces layout and design of technical reports used in business and industry. Emphasis is placed on audience analysis, data collection and analysis, technical writing style and organization, oral presentation of technical data, and the appropriate use of graphics in written and oral presentations. Upon completion, students should be able to produce written and oral reports using a variety of technical communication models.   |  |          |          |                       |          |
| <b>ENG 125***</b>   | <b>Creative Writing I</b>                        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ENG 111*  |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |  |          |          |                       |          |
| <b>ENG 231*</b>   | <b>American Literature I</b>                     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: ENG 112* or ENG 114**   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |  |          |          |                       |          |
| This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |
| <b>ENG 232*</b>   | <b>American Literature II</b>                    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: ENG 112* or ENG 114**   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Spring, Summer  |  |          |          |                       |          |
| This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>ENG 241*</b>  | <b>British Literature I</b>            | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take One: ENG 112* or ENG 114** |          |          |                       |          |
| Corequisites:  | None                                   |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>ENG 242*</b>  | <b>British Literature II</b>           | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take One: ENG 112* or ENG 114** |          |          |                       |          |
| Corequisites:  | None                                   |          |          |                       |          |
| Course Offering Availability: Spring, Summer   |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>    |  |          |          |                       |          |
| <b>ENG 261**</b>   | <b>World Literature I</b>              | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take One: ENG 112* or ENG 114** |          |          |                       |          |
| Corequisites:  | None                                   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |  |          |          |                       |          |
| This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |
| <b>ENG 262**</b>   | <b>World Literature II</b>             | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, Take One: ENG 112* or ENG 114** |          |          |                       |          |
| Corequisites:  | None                                   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |  |          |          |                       |          |
| This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |
| <b>GEL 111*</b>  | <b>Geology</b>                         | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | None                                   |          |          |                       |          |
| Corequisites:  | None                                   |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.</i>  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                    | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>GRO 120</b>   | <b>Gerontology</b>                       | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.   |  |          |          |                       |          |
| <b>GRO 220</b>   | <b>Psy/Soc Aspects of Aging</b>          | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, PSY 150*   |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course introduces the individual and social aspects of the aging process. Topics include psychological and social factors of aging; roles of older adults within families, work, and community; and adjustments to aging and retirement.  |  |          |          |                       |          |
| <b>GRO 230</b>   | <b>Health, Wellness, &amp; Nutrition</b> | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| This course covers basic concepts of health, wellness, and nutrition related to aging. Emphasis is placed on nutrition and diet, physical activity and exercise, and maintenance of well-being. Upon completion, students should be able to identify health, wellness, and nutrition concepts related to aging.  |  |          |          |                       |          |
| <b>GRO 240</b>   | <b>Gerontology Care Managing</b>         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, GRO 120  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course covers community resources; discusses care management, including assessment, care-planning, evaluation, issues of family, high-risk and self-care. Topics include funding, eligibility for community and health resources, care management protocols, care plan development, identification of major resources and barriers to self-care. Upon completion, students will be able to develop a care plan for older adults at various levels of needs, including community and health resources. |  |          |          |                       |          |
| <b>HBI 110</b>   | <b>Issues and Trends in HBI</b>          | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course is a survey of current and emerging technology applications and data standards in the healthcare industry. Topics include the history, implementation, use, management, and impact of information technology in healthcare settings. Upon completion, students should have an understanding of the current trends and issues in healthcare informatics.  |  |          |          |                       |          |
| <b>HBI 113</b>   | <b>Survey of Med Insurance</b>           | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |  |          |          |                       |          |
| Corequisites: None   |  |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| This course is a survey of the healthcare insurance system. Emphasis is placed on the foundation necessary for understanding the healthcare delivery system, terminology and practices of healthcare insurance, and provider reimbursement. Upon completion, students should have an understanding of healthcare insurance and how outcomes are addressed through healthcare informatics.  |  |          |          |                       |          |



# CURRICULUM COURSES

| Course No.   | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------------|----------|----------|-----------------------|----------|
| <b>HBI 250</b>   | <b>Data Mgmt and Utilization</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: DBA 110, DBA 120, or DBA 210   |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall   |                                  |          |          |                       |          |
| This course covers the management and usage of data in healthcare settings according to current practices in healthcare informatics. Topics include data warehousing, data integrity, data security, data mining, and report generating in healthcare settings. Upon completion, students should be able to demonstrate an understanding of using healthcare data to support reporting and decision making in healthcare settings.   |                                  |          |          |                       |          |
| <b>HBI 289</b>   | <b>HBI Project</b>               | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Take HBI 250  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Spring   |                                  |          |          |                       |          |
| This course provides an opportunity to complete a significant healthcare business informatics project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a healthcare informatics project from the definition phase through implementation.  |                                  |          |          |                       |          |
| <b>HEA 110***</b>  | <b>Personal Health/Wellness</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).</i>   |                                  |          |          |                       |          |
| <b>HEA 112***</b>  | <b>First Aid &amp; CPR</b>       | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                                  |          |          |                       |          |
| <b>HIS 111*</b>  | <b>World Civilizations I</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                  |          |          |                       |          |
| Corequisites: None   |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer-at the discretion of the Dean   |                                  |          |          |                       |          |
| This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.</i> |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                             | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-----------------------------------|----------|----------|-----------------------|----------|
| <b>HIS 112*</b>  | <b>World Civilizations II</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer-at the discretion of the Dean   |                                   |          |          |                       |          |
| This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |                                   |          |          |                       |          |
| <b>HIS 131*</b>  | <b>American History I</b>         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer-at the discretion of the Dean   |                                   |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                   |          |          |                       |          |
| <b>HIS 132*</b>  | <b>American History II</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer-at the discretion of the Dean   |                                   |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>  |                                   |          |          |                       |          |
| <b>HIS 221***</b>  | <b>African-American History</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                   |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                   |          |          |                       |          |
| <b>HRM 245</b>   | <b>Human Resource Mgmt - Hosp</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Spring   |                                   |          |          |                       |          |
| This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry.  |                                   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                 | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------------|----------|----------|-----------------------|----------|
| <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   |                                       |          |          |                       |          |
| Course Offering Availability: Fall   |                                       |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> |                                       |          |          |                       |          |
| <b>HSE 112</b>   | <b>Group Process I</b>                | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Spring   |                                       |          |          |                       |          |
| 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.   |                                       |          |          |                       |          |
| <b>HSE 123</b>   | <b>Interviewing Techniques</b>        | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Spring   |                                       |          |          |                       |          |
| 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: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Spring   |                                       |          |          |                       |          |
| 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 210</b>   | <b>Human Services Issues</b>          | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Fall   |                                       |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                       |          |          |                       |          |
| <b>HSE 225</b>   | <b>Crisis Intervention</b>            | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Spring   |                                       |          |          |                       |          |
| 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.   |                                       |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---|----------|----------|-----------------------|----------|
| <b>HSE 245</b>   | <b>Stress Management</b>                | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |   |          |          |                       |          |
| Corequisites: None   |   |          |          |                       |          |
| Course Offering Availability: Spring   |   |          |          |                       |          |
| 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   |   |          |          |                       |          |
| Course Offering Availability: Spring   |   |          |          |                       |          |
| 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.  |   |          |          |                       |          |
| <b>HSE 251</b>   | <b>Activities Planning</b>              | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |   |          |          |                       |          |
| Corequisites: None   |   |          |          |                       |          |
| Course Offering Availability: Fall   |   |          |          |                       |          |
| 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 activities. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals to maintain quality of life.  |   |          |          |                       |          |
| <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   |   |          |          |                       |          |
| Course Offering Availability: Spring   |   |          |          |                       |          |
| 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>HTO 110</b>   | <b>Intro to Histo</b>                   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: BIO 163, BIO 275, CHM 130 and CHM 130A   |   |          |          |                       |          |
| Corequisites: State, BIO 271   |   |          |          |                       |          |
| Course Offering Availability: Fall, Summer   |   |          |          |                       |          |
| This course provides an introduction to histology laboratory operations and the professional responsibilities of the histologic technician. Emphasis is placed on organization, terminology, specimen accession, record keeping, quality assurance, OSHA regulations, quality improvement, principles and concepts of medical ethics, and legal issues. Upon completion, students should be able to describe the requirements and responsibilities of the daily operation of a histology laboratory. |   |          |          |                       |          |
| <b>HTO 120</b>   | <b>Histology</b>                        | <b>4</b> | <b>3</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: State, HTO 110  |   |          |          |                       |          |
| Corequisites: None   |   |          |          |                       |          |
| Course Offering Availability: Fall   |   |          |          |                       |          |
| This course provides an overview of the microscopic arrangement and identification of cells and tissues in the human body. Emphasis is placed on classification and relationships of the structure and function of microscopic systems. Upon completion, students should be able to microscopically identify cells, tissues, and organs of the human body.   |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------|----------|----------|-----------------------|----------|
| <b>HTO 130</b>   | <b>Histotechniques</b>          | <b>4</b> | <b>3</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: State, HTO 110  |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Fall   |                                 |          |          |                       |          |
| This course provides an introduction to histologic techniques. Emphasis is placed on dissection, fixation, tissue processing, embedding, decalcification, cytology preparation techniques and frozen sectioning. Upon completion, students should be able to dissect, process, and cut high quality tissue sections.   |                                 |          |          |                       |          |
| <b>HTO 140</b>   | <b>Histochemistry</b>           | <b>4</b> | <b>3</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: State, HTO 110  |                                 |          |          |                       |          |
| Corequisites: State, HTO 130   |                                 |          |          |                       |          |
| Course Offering Availability: Fall   |                                 |          |          |                       |          |
| This course covers enzyme and immunological reactions as they relate to tissue staining. Emphasis is placed on basic, special, and immunohistochemical staining. Upon completion, students should be able to produce basic and special stains and be able to stain high quality tissue sections.   |                                 |          |          |                       |          |
| <b>HTO 210</b>   | <b>Histopathology</b>           | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, Take All: HTO 120, HTO 130 and HTO 140   |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course provides students with the correlation between histologic procedures and disease processes. Emphasis is placed on changes in tissue associated with various disease states and the use of selected special stains and techniques in identifying disease processes. Upon completion, students should be able to process tissue samples or apply stain, and prepare tissue to be viewed under a microscope.  |                                 |          |          |                       |          |
| <b>HTO 220</b>   | <b>Histotechnology Clinical</b> | <b>0</b> | <b>0</b> | <b>24</b>             | <b>8</b> |
| Prerequisites: State, HTO 130  |                                 |          |          |                       |          |
| Corequisites: State, HTO 210   |                                 |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course provides the entry-level histotechnician clinical experience in an approved clinical histology laboratory. Emphasis is placed on learning and performing routine laboratory operations and the production of a slide set for the practical component of the certification examination. Upon completion, students should be able to demonstrate proficiency in histologic techniques and be prepared to apply to take the Histology Technician certification exam.            |                                 |          |          |                       |          |
| <b>HTO 230</b>   | <b>Professional Issues</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, HTO 130  |                                 |          |          |                       |          |
| Corequisites: State, HTO 220   |                                 |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course provides the practical application and integration of histology theory and practice using case studies. Topics include laboratory operations and accreditation processes, professional and ethical issues, laboratory management principles, and preparation for the certification examination. Upon completion, students should be able to demonstrate beginning level skills as a histotechnician and be prepared to apply to take the histotechnician certification exam. |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>HUM 115**</b>  | <b>Critical Thinking</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: DRE 098, ENG 002, BSP 4002 or ENG 111   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                 |          |          |                       |          |
| This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This course is also available through the Virtual Learning Community (VLC).</i>              |                                 |          |          |                       |          |
| <b>HUM 122**</b>  | <b>Southern Culture</b>         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                                 |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This course is also available through the Virtual Learning Community (VLC).</i>  |                                 |          |          |                       |          |
| <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: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                 |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This course is also available through the Virtual Learning Community (VLC).</i> |                                 |          |          |                       |          |
| <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  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| 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 112</b>  | <b>Industrial Safety</b>        | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                    | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>ISC 121</b>  | <b>Environmental Health &amp; Safety</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall and at the discretion of the Dean  |  |          |          |                       |          |
| This course covers workplace environmental health and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.  |  |          |          |                       |          |
| <b>ISC 221</b>  | <b>Statistical Quality Control</b>       | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean  |  |          |          |                       |          |
| This course covers the principles and techniques of statistical process control for the improvement of productivity. Emphasis is placed on basic statistics for quality control, organization and procedures for efficient quality control including inspections, process control, and tests of significance. Upon completion, students should be able to apply statistical principles and techniques to enhance production.  |  |          |          |                       |          |
| <b>LEX 110</b>  | <b>Introduction to Paralegal Study</b>   | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall  |  |          |          |                       |          |
| This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals. <i>This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>LEX 120</b>  | <b>Legal Research/Writing I</b>          | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.   |  |          |          |                       |          |
| <b>LEX 130</b>  | <b>Civil Injuries</b>                    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall  |  |          |          |                       |          |
| This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses. <i>This course is also available through the Virtual Learning Community (VLC).</i>                                    |  |          |          |                       |          |
| <b>LEX 140</b>  | <b>Civil Litigation I</b>                | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall  |  |          |          |                       |          |
| This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                               | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-------------------------------------|----------|----------|-----------------------|----------|
| <b>LEX 150</b>   | <b>Commercial Law</b>               | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper. <i>This course is also available through the Virtual Learning Community (VLC).</i> |                                     |          |          |                       |          |
| <b>LEX 160</b>   | <b>Criminal Law &amp; Procedure</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                     |          |          |                       |          |
| <b>LEX 210</b>   | <b>Real Property I</b>              | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Summer   |                                     |          |          |                       |          |
| This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                     |          |          |                       |          |
| <b>LEX 240</b>   | <b>Family Law</b>                   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                     |          |          |                       |          |
| <b>LEX 250</b>   | <b>Wills, Estates, and Trusts</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts. <i>This course is also available through the Virtual Learning Community (VLC).</i>    |                                     |          |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title                               | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|-------------------------------------|----------|----------|-----------------------|----------|
| <b>LEX 260</b>  | <b>Bankruptcy and Collections</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                     |          |          |                       |          |
| This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                     |          |          |                       |          |
| <b>LEX 270</b>  | <b>Law Office Mgt/Technology</b>    | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                     |          |          |                       |          |
| This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                     |          |          |                       |          |
| <b>LEX 271</b>  | <b>Law Office Writing</b>           | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                     |          |          |                       |          |
| This course covers the basics of writing for the law office including the drafting of general correspondence, the briefing of cases, and the preparation of settlement brochures. Emphasis is placed on legal vocabulary in the context of letter writing, briefing judicial opinions, and the preparation of the settlement brochure. Upon completion, students should be able to draft letters to clients, opposing counsel, government entities, and insurance companies and prepare the settlement brochure. <i>This course is also available through the Virtual Learning Community (VLC).</i> |                                     |          |          |                       |          |
| <b>LEX 280</b>  | <b>Ethics &amp; Professionalism</b> | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                     |          |          |                       |          |
| This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                     |          |          |                       |          |
| <b>LEX 285</b>  | <b>Workers' Comp Law</b>            | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                     |          |          |                       |          |
| This course covers the process of initiating and handling workers' compensation claims. Emphasis is placed on reviewing and drafting relevant Industrial Commission forms. Upon completion, students should be able to interview clients, gather information, and draft documents related to workers' compensation claims. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                     |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|----------------------------------|----------|----------|-----------------------|----------|
| <b>LEX 287</b>  | <b>CLA Review Seminar</b>        | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, LEX 210   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                  |          |          |                       |          |
| This course is designed to prepare students for voluntary certification sponsored by the National Association of Legal Assistants to demonstrate significant competence in paralegalism. Topics include communications, ethics, human relations, interviewing techniques, judgment and analytical analysis, legal research, legal terminology, general law and nine tested specialty areas of law. <i>Upon completion, students should be able to demonstrate that they are prepared to take the NALA's Certified Legal Assistant Exam. This course is also available through the Virtual Learning Community (VLC).</i> |                                  |          |          |                       |          |
| <b>LOG 110</b>  | <b>Introduction to Logistics</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Fall  |                                  |          |          |                       |          |
| This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                  |          |          |                       |          |
| <b>LOG 125</b>  | <b>Transportation Logistics</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Fall  |                                  |          |          |                       |          |
| This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry.  |                                  |          |          |                       |          |
| <b>LOG 211</b>  | <b>Distribution Management</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, LOG 110   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Fall  |                                  |          |          |                       |          |
| This course covers the functions, techniques, and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking, and cost. Upon completion, students should be able to describe the role of warehouses and distribution centers, apply industry principles and terminology, and understand distribution productivity measures.   |                                  |          |          |                       |          |
| <b>LOG 215</b>  | <b>Supply Chain Management</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, LOG 110   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring  |                                  |          |          |                       |          |
| This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units, describe the materials management processes, and prepare for the APICS CPIM examination.  |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|----------------------------------|----------|----------|-----------------------|----------|
| <b>LOG 225</b>  | <b>Logistics Systems</b>         | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, LOG 215   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Fall  |                                  |          |          |                       |          |
| This course covers the design, implementation, and application of logistics software systems utilized by businesses to improve accountability, and capabilities of their logistics processes. Emphasis is placed on an in-depth understanding of logistical software applications, optimization models, automated data collection, electronic data interchange, and other logistics software tools. Upon completion, students should be able to identify the various logistics software applications and explain how they are utilized to improve business and logistics processes. |                                  |          |          |                       |          |
| <b>LOG 235</b>  | <b>Import/Export Management</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, LOG 125   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Fall  |                                  |          |          |                       |          |
| This course introduces the elements of import and export operations, from transportation to documentation, finance, and security and the effects on the global supply chain. Emphasis is placed on existing import/export regulations, customs documentation, intermodal transportation, foreign freight forwarders, global technology, and homeland security initiatives. Upon completion, students should be able to perform import/export operations, channels of distribution, implemented technologies, and associate with operating a secure supply chain.                    |                                  |          |          |                       |          |
| <b>LOG 240</b>  | <b>Purchasing Logistics</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, LOG 110   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring  |                                  |          |          |                       |          |
| This course introduces the various aspects of purchasing, and their impact on materials management, supply chain, transportation, and global logistics processes. Emphasis is placed on the different methods of electronic sourcing, negotiating and pricing principles, and on the internal and external considerations associated with international logistics. Upon completion, students should be able to describe and apply the principles and terminology used in procurement including electronic data interchange services, purchasing and logistics systems.              |                                  |          |          |                       |          |
| <b>LOG 245</b>  | <b>Logistics Security</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, LOG 110   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring  |                                  |          |          |                       |          |
| This course covers the role and importance of securing the domestic and global transportation and supply chain networks. Emphasis is placed on Customs and Border Protection, Department of Homeland Security, the Transportation Security Agency and how they affect businesses, logistics and transportation processes. Upon completion, students should be able to apply the principles and terminologies used in securing the logistics and transportation networks and identify potential threats.   |                                  |          |          |                       |          |
| <b>LOG 250</b>  | <b>Advanced Global Logistics</b> | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, LOG 125   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring  |                                  |          |          |                       |          |
| This course covers the advanced application of global operations and logistics strategies, planning, technology, risk, and management necessary to cope with the global business environment. Emphasis is placed on an in-depth understanding of global sourcing, shipping, tracking, and e-logistics systems necessary to operate inbound/outbound logistics in a global market. Upon completion, students should be able to identify the different global markets and logistics technology available to process international inbound/outbound logistics transactions.            |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>MAT 003</b>  | <b>Transition Math</b>                         | <b>0</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, & Summer  |  |          |          |                       |          |
| This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge. |  |          |          |                       |          |
| <b>MAT 010</b>  | <b>Math Measurement &amp; Literacy Support</b> | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, & Summer  |  |          |          |                       |          |
| This course provides an opportunity to customize foundational math content specific to Math Measurement & Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Math Measurement & Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.                                  |  |          |          |                       |          |
| <b>MAT 021</b>  | <b>Algebra/Trigonometry I Support</b>          | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, & Summer  |  |          |          |                       |          |
| This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.  |  |          |          |                       |          |
| <b>MAT 043</b>  | <b>Quantitative Literacy Support</b>           | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, & Summer  |  |          |          |                       |          |
| This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.  |  |          |          |                       |          |
| <b>MAT 052</b>  | <b>Statistical Methods I Support</b>           | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |  |          |          |                       |          |
| Corequisites: None  |  |          |          |                       |          |
| Course Offering Availability: Fall, Spring, & Summer  |  |          |          |                       |          |
| This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.     | Title                              | 0 | 4 | Class | Lab      | Work Exp/<br>Clinical | Credit   |
|----------------|------------------------------------|---|---|-------|----------|-----------------------|----------|
| <b>MAT 071</b> | <b>Precalculus Algebra Support</b> |   |   |       | <b>0</b> |                       | <b>2</b> |

Prerequisites: None  
Corequisites: None

Course Offering Availability: Fall, Spring, & Summer

This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

|                |  |  |  |          |          |          |          |
|----------------|--|--|--|----------|----------|----------|----------|
| <b>MAT 110</b> | <b>Math Measurement &amp; Literacy</b> |  |  | <b>2</b> | <b>2</b> | <b>0</b> | <b>3</b> |
|----------------|--|--|--|----------|----------|----------|----------|

Prerequisites: State, Take One Set:  
Set 1: DMA 010, DMA 020, and DMA 030  
Set 2: DMA 025

Corequisites: None

Course Offering Availability: Fall, Spring, & at the discretion of the Dean

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

|                |                               |  |  |          |          |          |          |
|----------------|-------------------------------|--|--|----------|----------|----------|----------|
| <b>MAT 121</b> | <b>Algebra/Trigonometry I</b> |  |  | <b>2</b> | <b>2</b> | <b>0</b> | <b>3</b> |
|----------------|-------------------------------|--|--|----------|----------|----------|----------|

Prerequisites: State, Take One Set:  
Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 060  
Set 2: DMA 010, DMA 020, DMA 030, DMA 045, and DMA 060  
Set 3: DMA 025, DMA 040, DMA 50, and DMA 065  
Set 4: DMA 025, DMA 045, and DMA 060

Corequisites: None

Course Offering Availability: Course offered at the discretion of the Dean

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

|                |                                |  |  |          |          |          |          |
|----------------|--------------------------------|--|--|----------|----------|----------|----------|
| <b>MAT 122</b> | <b>Algebra/Trigonometry II</b> |  |  | <b>2</b> | <b>2</b> | <b>0</b> | <b>3</b> |
|----------------|--------------------------------|--|--|----------|----------|----------|----------|

Prerequisites: State, MAT 121

Corequisites: None

Course Offering Availability: Course offered at the discretion of the dean.

This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors, and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

# CURRICULUM COURSES

| Course No.                    | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|-------------------------------|---|----------|----------|-----------------------|----------|
| <b>MAT 143*</b>               | <b>Quantitative Literacy</b>  | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | State, Take One Set:<br>Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, <b>and</b> DRE 098<br>Set 2: DMA 010, DMA 020, DMA 030, DMA 045, <b>and</b> DRE 098<br>Set 3: DMA 025, DMA 040, DMA 50, <b>and</b> DRE 098<br>Set 4: DMA 025, DMA 045, <b>and</b> DRE 098   |          |          |                       |          |
| Corequisites:                 | None  |          |          |                       |          |
| Course Offering Availability: | Fall & Spring   |          |          |                       |          |
|                               | This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.</i> |          |          |                       |          |
| <b>MAT 152*</b>               | <b>Statistical Methods I</b>  | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:                | State, Take One Set:<br>Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, <b>and</b> DRE 098<br>Set 2: DMA 010, DMA 020, DMA 030, DMA 045, <b>and</b> DRE 098<br>Set 3: DMA 025, DMA 040, DMA 050, <b>and</b> DRE 098<br>Set 4: DMA 025, DMA 045, <b>and</b> DRE 098  |          |          |                       |          |
| Corequisites:                 | None  |          |          |                       |          |
| Course Offering Availability: | Fall, Spring, & Summer  |          |          |                       |          |
|                               | This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.</i>   |          |          |                       |          |
| <b>MAT 171*</b>               | <b>Precalculus Algebra</b>  | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:                | State, Take One Set:<br>Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, <b>and</b> DMA 080<br>Set 2: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, <b>and</b> DMA 065<br>Set 3: DMA 010, DMA 020, DMA 030, DMA 045, DMA 060, DMA 070, <b>and</b> DMA 080<br>Set 4: DMA 010, DMA 020, DMA 030, DMA 045, <b>and</b> DMA 065<br>Set 5: DMA 025, DMA 040, DMA 050, DMA 060, DMA 070, <b>and</b> DMA 080<br>Set 6: DMA 025, DMA 040, DMA 050, <b>and</b> DMA 065<br>Set 7: DMA 025, DMA 045, DMA 060, DMA 070, <b>and</b> DMA 080<br>Set 8: DMA 025, DMA 045, <b>and</b> DMA 065<br>Set 9: MAT 121  |          |          |                       |          |
| Corequisites:                 | None  |          |          |                       |          |
| Course Offering Availability: | Fall and at the discretion of the Dean  |          |          |                       |          |
|                               | This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.</i>   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------|----------|----------|-----------------------|----------|
| <b>MAT 172*</b>  | <b>Precalculus Trigonometry</b> | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, MAT 171*                 |          |          |                       |          |
| Corequisites:  | None                            |          |          |                       |          |
| Course Offering Availability: Spring and at the discretion of the Dean   |                                 |          |          |                       |          |
| This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.</i>   |                                 |          |          |                       |          |
| <b>MAT 263*</b>  | <b>Brief Calculus</b>           | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, MAT 171*                 |          |          |                       |          |
| Corequisites:  | None                            |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                 |          |          |                       |          |
| This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.</i>  |                                 |          |          |                       |          |
| <b>MAT 271*</b>  | <b>Calculus I</b>               | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, MAT 172**                |          |          |                       |          |
| Corequisites:  | None                            |          |          |                       |          |
| Course Offering Availability: Fall   |                                 |          |          |                       |          |
| This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |                                 |          |          |                       |          |
| <b>MAT 272*</b>  | <b>Calculus II</b>              | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:   | State, MAT 271*                 |          |          |                       |          |
| Corequisites:  | None                            |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---|----------|----------|-----------------------|----------|
| <b>MAT 273**</b>  | <b>Calculus III</b>                     | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, MAT 272*  |   |          |          |                       |          |
| Corequisites: None  |   |          |          |                       |          |
| Course Offering Availability: Summer  |   |          |          |                       |          |
| This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics. This course is also available through the Virtual Learning Community (VLC).</i> |   |          |          |                       |          |
| <b>MEC 130</b>  | <b>Mechanisms</b>                       | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |   |          |          |                       |          |
| Corequisites: None  |   |          |          |                       |          |
| Course Offering Availability: Fall  |   |          |          |                       |          |
| This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.  |   |          |          |                       |          |
| <b>MEC 161</b>  | <b>Manufacturing Processes I</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |   |          |          |                       |          |
| Corequisites: None  |   |          |          |                       |          |
| Course Offering Availability: Fall  |   |          |          |                       |          |
| This course provides the fundamental principles of value-added processing of materials into usable forms for the customer. Topics include material properties and traditional and non-traditional manufacturing processes. Upon completion, students should be able to specify appropriate manufacturing processing for common engineering materials.   |   |          |          |                       |          |
| <b>MEC 161A</b>   | <b>Manufacturing Proc I Lab</b>         | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |   |          |          |                       |          |
| Corequisites: State, Take MEC-161   |   |          |          |                       |          |
| Course Offering Availability: Fall  |   |          |          |                       |          |
| This course is a laboratory for MEC 161. Emphasis is placed on experiences that enhance the materials presented in MEC 161. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in MEC 161.  |   |          |          |                       |          |
| <b>MEC 260</b>  | <b>Fundamentals of Machine Design</b>   | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |   |          |          |                       |          |
| Corequisites: None  |   |          |          |                       |          |
| Course Offering Availability: Spring  |   |          |          |                       |          |
| This course introduces the fundamental principles of machine design. Topics include simple analysis of forces, moments, stresses, strains, friction, kinematics, and other considerations for designing machine elements. Upon completion, students should be able to analyze machine components and make component selections from manufacturers' catalogs.  |   |          |          |                       |          |
| <b>MED 110</b>  | <b>Orientation to Medical Assisting</b> | <b>1</b> | <b>0</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: Local, Enrollment in the Medical Assisting Program   |   |          |          |                       |          |
| Corequisites: Local, Take All: MED 130 and MED 140  |   |          |          |                       |          |
| Course Offering Availability: Fall  |   |          |          |                       |          |
| 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.   |   |          |          |                       |          |



# CURRICULUM COURSES

| Course No.   | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--|----------|----------|-----------------------|----------|
| <b>MED 118</b>   | <b>Medical Law and Ethics</b>                      | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites:   | Local, Take All: MED 110, MED 130, and MED 140     |          |          |                       |          |
| Corequisites:  | Local, Take All: MED 131 and MED 150               |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <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   |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <b>MED 122</b>   | <b>Medical Terminology II</b>                      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:   | State, MED 121                                     |          |          |                       |          |
| Corequisites:  | None   |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |          |
| <b>MED 130</b>   | <b>Administrative Office Procedures I</b>          | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites:   | Local, Enrollment in the Medical Assisting Program |          |          |                       |          |
| Corequisites:  | Local, Take All: MED 110 and MED 140               |          |          |                       |          |
| Course Offering Availability: Fall   |  |          |          |                       |          |
| 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:   | Local, Take All: MED 110, MED 130 and MED 140      |          |          |                       |          |
| Corequisites:  | Local, Take All: MED 118 and MED 150               |          |          |                       |          |
| Course Offering Availability: Spring   |  |          |          |                       |          |
| 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.  |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title   | Class    | Lab      | Work Exp/<br>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:  | Local, Enrollment in the Medical Assisting Program    |          |          |                       |          |
| Corequisites:   | Local, Take All: MED 110 <b>and</b> MED 130           |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| 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:  | Local, Take All: MED 110, MED 130, <b>and</b> MED 140 |          |          |                       |          |
| Corequisites:   | Local, Take All: MED 118 <b>and</b> MED 131           |          |          |                       |          |
| Course Offering Availability:   | Spring  |          |          |                       |          |
| 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:  | Local, Diploma in Medical Assisting                   |          |          |                       |          |
| Corequisites:   | Local, MED 272  |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.  |   |          |          |                       |          |
| <b>MED 260</b>  | <b>MED Clinical Practicum</b>                         | <b>0</b> | <b>0</b> | <b>15</b>             | <b>5</b> |
| Prerequisites:  | Local, Take All: MED 118, MED 131, <b>and</b> MED 150 |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Summer  |          |          |                       |          |
| 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. |   |          |          |                       |          |
| <b>MED 262</b>  | <b>Clinical Perspectives</b>                          | <b>1</b> | <b>0</b> | <b>0</b>              | <b>1</b> |
| Prerequisites:  | Local, MED 260  |          |          |                       |          |
| Corequisites:   | Local, Take All: MED 232 <b>and</b> MED 272           |          |          |                       |          |
| Course Offering Availability:   | Summer  |          |          |                       |          |
| This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.  |   |          |          |                       |          |
| <b>MED 264</b>  | <b>MED Assisting Overview</b>                         | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites:  | Local, Take All: MED 232, MED 262, <b>and</b> MED 272 |          |          |                       |          |
| Corequisites:   | Local, MED 270  |          |          |                       |          |
| Course Offering Availability:   | Summer  |          |          |                       |          |
| This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.           |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--------------------------------------|----------|----------|-----------------------|----------|
| <b>MED 270</b>   | <b>Symptomatology</b>                | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, Take All: MED 232, MED 262, <b>and</b> MED 272   |                                      |          |          |                       |          |
| Corequisites: Local, MED 264   |                                      |          |          |                       |          |
| Course Offering Availability: Spring   |                                      |          |          |                       |          |
| This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions. |                                      |          |          |                       |          |
| <b>MED 272</b>   | <b>Drug Therapy</b>                  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, Diploma in Medical Assisting   |                                      |          |          |                       |          |
| Corequisites: Local, MED 232   |                                      |          |          |                       |          |
| Course Offering Availability: Fall   |                                      |          |          |                       |          |
| 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>MKT 120</b>   | <b>Principles of Marketing</b>       | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                      |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                      |          |          |                       |          |
| <b>MRI 213</b>   | <b>MRI Patient Care &amp; Safety</b> | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: State, Take All: MRI 216 <b>and</b> MRI 250  |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                      |          |          |                       |          |
| This course covers magnetic field safety issues concerning patients and other healthcare personnel. Emphasis is placed on screening skills, biological magnetic field effects, and the management of an MR facility. Upon completion, the student should be able to demonstrate a safe MR environment for patients and all personnel.  |                                      |          |          |                       |          |
| <b>MRI 214</b>   | <b>MRI Procedures I</b>              | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: State, Take All: MRI 217, MRI 241 <b>and</b> MRI 260   |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                      |          |          |                       |          |
| This course introduces scan procedures for the central nervous and musculo-skeletal systems with MRI imaging. Emphasis is placed on patient set-up, scan parameters, methods of data acquisition, and contrast administration with each of these types of procedures. Upon completion, students should be able to demonstrate all aspects of MR imaging to successfully scan the central nervous and musculoskeletal systems.  |                                      |          |          |                       |          |
| <b>MRI 215</b>   | <b>MRI Procedures II</b>             | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, MRI 214  |                                      |          |          |                       |          |
| Corequisites: State, Take All: MRI 218, MRI 242 <b>and</b> MRI 270   |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                      |          |          |                       |          |
| This course provides advanced scan procedures for the neck, chest, abdomen, and pelvic systems with MR imaging. Emphasis is placed on patient set-up, scan parameters, methods of data acquisition, and contrast administration with each of these types of procedures. Upon completion, students should be able to demonstrate all aspects of MR imaging to successfully scan the chest, abdomen, and pelvic systems.   |                                      |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                 | Class | Lab | Work Exp/<br>Clinical | Credit |
|--|---------------------------------------|-------|-----|-----------------------|--------|
| <b>MRI 216</b>   | <b>MRI Instrumentation</b>            | 2     | 0   | 0                     | 2      |
| Prerequisites: None  |                                       |       |     |                       |        |
| Corequisites: State, Take All: MRI 213 <b>and</b> MRI 250  |                                       |       |     |                       |        |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |       |     |                       |        |
| This course covers instrumentation utilized to produce the magnetic fields allowing MRI imaging to take place. Emphasis will be placed on equipment operations and use, inclusive of the static field, gradient fields, and the radiofrequency fields. Upon completion, the student should be able to demonstrate an understanding of the utilization of all MRI equipment in an MRI facility.           |                                       |       |     |                       |        |
| <b>MRI 217</b>   | <b>MRI Physics I</b>                  | 2     | 0   | 0                     | 2      |
| Prerequisites: State, MRI 216  |                                       |       |     |                       |        |
| Corequisites: State, Take All: MRI 214, MRI 241 <b>and</b> MRI 260   |                                       |       |     |                       |        |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |       |     |                       |        |
| This course is designed to cover the basic physics fundamentals of magnetic resonance imaging. Emphasis is placed on the historical development, basic imaging principles, and use of basic scan parameters and pulse sequences. Upon completion, the student should be able to demonstrate an understanding of the basic fundamentals of magnetic resonance.  |                                       |       |     |                       |        |
| <b>MRI 218</b>   | <b>MRI Physics II</b>                 | 2     | 0   | 0                     | 2      |
| Prerequisites: State, MRI 217  |                                       |       |     |                       |        |
| Corequisites: State, Take All: MRI 215, MRI 242 <b>and</b> MRI 270   |                                       |       |     |                       |        |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |       |     |                       |        |
| This course is designed to cover the advanced physics concepts of magnetic resonance imaging. Emphasis is placed on advanced imaging parameters and techniques, angiography methods, image artifacts, and quality control. Upon completion, the student should be able to demonstrate an understanding of the advanced physics concepts of magnetic resonance imaging.                                   |                                       |       |     |                       |        |
| <b>MRI 241</b>   | <b>MRI Anatomy &amp; Pathology I</b>  | 2     | 0   | 0                     | 2      |
| Prerequisites: None  |                                       |       |     |                       |        |
| Corequisites: State, Take All: MRI 214, MRI 217 <b>and</b> MRI 260   |                                       |       |     |                       |        |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |       |     |                       |        |
| This course covers anatomical and pathological information about the components of the central nervous and musculoskeletal system. Emphasis is placed upon identification of anatomy and pathology on MRI images of the central nervous and musculoskeletal systems. Upon completion, the student should be able to identify anatomy and pathology of the central nervous and musculoskeletal systems.   |                                       |       |     |                       |        |
| <b>MRI 242</b>   | <b>MRI Anatomy &amp; Pathology II</b> | 2     | 0   | 0                     | 2      |
| Prerequisites: State, MRI 241  |                                       |       |     |                       |        |
| Corequisites: State, Take All: MRI 215, MRI 218 <b>and</b> MRI 270   |                                       |       |     |                       |        |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |       |     |                       |        |
| This course covers anatomical and pathological information about the components of the neck, chest, abdomen, and pelvic systems. Emphasis is placed upon identification of anatomy and pathology on MRI images of the neck, chest, abdomen, and pelvic systems. Upon completion, the student should be able to identify anatomy and pathology of the neck, chest, abdomen, and pelvic systems.           |                                       |       |     |                       |        |
| <b>MRI 250</b>   | <b>MRI Clinical Education I</b>       | 0     | 0   | 12                    | 4      |
| Prerequisites: None  |                                       |       |     |                       |        |
| Corequisites: State, Take All: MRI 213 <b>and</b> MRI 216  |                                       |       |     |                       |        |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |       |     |                       |        |
| This course provides experience in the MR clinical setting with attention to basic MR scan procedures. Emphasis is placed on patient care, screening, contrast administration, and manipulation of MR equipment. Upon completion, students should be able to demonstrate selected MR procedures/techniques in the areas of patient screening, contrast administration, and manipulation of MR equipment. |                                       |       |     |                       |        |

# CURRICULUM COURSES

| Course No.                    | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|-------------------------------|--|----------|----------|-----------------------|----------|
| <b>MRI 260</b>                | <b>MRI Clinical Education II</b>   | <b>0</b> | <b>0</b> | <b>21</b>             | <b>7</b> |
| Prerequisites:                | State, MRI 250   |          |          |                       |          |
| Corequisites:                 | State, Take All: MRI 214, MRI 217 <b>and</b> MRI 241   |          |          |                       |          |
| Course Offering Availability: | Course offered at the discretion of the Dean   |          |          |                       |          |
|                               | This course provides advanced experience in the MR clinical setting with attention to central nervous and musculoskeletal system imaging. Emphasis is placed on demonstration of methods of data acquisition with respect to central nervous and musculoskeletal system imaging. Upon completion, students should be able to demonstrate selected MR procedures/techniques as they relate to the central nervous system and musculoskeletal imaging.   |          |          |                       |          |
| <b>MRI 270</b>                | <b>MRI Clinical Education III</b>  | <b>0</b> | <b>0</b> | <b>24</b>             | <b>8</b> |
| Prerequisites:                | State, MRI 260   |          |          |                       |          |
| Corequisites:                 | State, Take All: MRI 215, MRI 218, <b>and</b> MRI 242  |          |          |                       |          |
| Course Offering Availability: | Course offered at the discretion of the Dean   |          |          |                       |          |
|                               | This course provides additional advanced experience in the MR clinical setting with attention to neck, chest, abdomen, and pelvic system imaging. Emphasis is placed on demonstration of methods of data acquisition with respect to neck, chest, abdomen, and pelvic system imaging. Upon completion, students should be able to selected MR procedures/techniques that are used in neck, chest, abdomen, and pelvic system imaging.  |          |          |                       |          |
| <b>MRI 271</b>                | <b>MRI Capstone</b>  | <b>1</b> | <b>0</b> | <b>0</b>              | <b>1</b> |
| Prerequisites:                | None   |          |          |                       |          |
| Corequisites:                 | None   |          |          |                       |          |
| Course Offering Availability: | Course offered at the discretion of the Dean   |          |          |                       |          |
|                               | This course provides experience using problem solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate knowledge required of any entry level MR technologist.   |          |          |                       |          |
| <b>MUS 110*</b>               | <b>Music Appreciation</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | None   |          |          |                       |          |
| Corequisites:                 | None   |          |          |                       |          |
| Course Offering Availability: | Fall, Spring, Summer   |          |          |                       |          |
|                               | 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>           |          |          |                       |          |
| <b>MUS 112*</b>               | <b>Introduction to Jazz</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | None   |          |          |                       |          |
| Corequisites:                 | None   |          |          |                       |          |
| Course Offering Availability: | Fall, Spring, Summer-at the discretion of the Dean   |          |          |                       |          |
|                               | This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.</i> |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title              | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--------------------|----------|----------|-----------------------|----------|
| <b>MUS 133***</b>   | <b>Band I</b>      | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |                    |          |          |                       |          |
| Corequisites: None  |                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                    |          |          |                       |          |
| This course provides an opportunity for those who play a band instrument to gain experience playing in an ensemble. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>                    |                    |          |          |                       |          |
| <b>MUS 134***</b>   | <b>Band II</b>     | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: State, MUS 133   |                    |          |          |                       |          |
| Corequisites: None  |                    |          |          |                       |          |
| Course Offering Availability: Fall, Spring, and at the discretion of the Dean   |                    |          |          |                       |          |
| This course is a continuation of MUS 133. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                    |          |          |                       |          |
| <b>MUS 141***</b>   | <b>Ensemble I</b>  | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |                    |          |          |                       |          |
| Corequisites: None  |                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                    |          |          |                       |          |
| This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i> |                    |          |          |                       |          |
| <b>MUS 142***</b>   | <b>Ensemble II</b> | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: State, MUS 141***  |                    |          |          |                       |          |
| Corequisites: None  |                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                    |          |          |                       |          |
| This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                    |          |          |                       |          |
| <b>MUS 233***</b>   | <b>Band III</b>    | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: State, MUS 134***  |                    |          |          |                       |          |
| Corequisites: None  |                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                    |          |          |                       |          |
| This course is a continuation of MUS 134. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                    |          |          |                       |          |
| <b>MUS 234***</b>   | <b>Band IV</b>     | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: State, MUS 233***  |                    |          |          |                       |          |
| Corequisites: None  |                    |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                    |          |          |                       |          |
| This course is a continuation of MUS 233. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                    |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                             | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-----------------------------------|----------|----------|-----------------------|----------|
| <b>NET 125</b>   | <b>Introduction to Networks</b>   | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Spring   |                                   |          |          |                       |          |
| This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.   |                                   |          |          |                       |          |
| <b>NET 126</b>   | <b>Routing Basics</b>             | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, NET 125  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Fall   |                                   |          |          |                       |          |
| This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.                 |                                   |          |          |                       |          |
| <b>NET 225</b>   | <b>Routing &amp; Switching I</b>  | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, NET 126  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Spring   |                                   |          |          |                       |          |
| This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.                                |                                   |          |          |                       |          |
| <b>NET 226</b>   | <b>Routing &amp; Switching II</b> | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, NET 225  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Spring   |                                   |          |          |                       |          |
| This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol. |                                   |          |          |                       |          |
| <b>NOS 110</b>   | <b>Operating Systems Concepts</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                   |          |          |                       |          |
| Corequisites: None   |                                   |          |          |                       |          |
| Course Offering Availability: Fall   |                                   |          |          |                       |          |
| This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.  |                                   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit    |
|---|---------------------------------|----------|----------|-----------------------|-----------|
| <b>NOS 120</b>  | <b>Linux/UNIX Single User</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b>  |
| Prerequisites: Local, CTI 120 and NET 125   |                                 |          |          |                       |           |
| Corequisites: None  |                                 |          |          |                       |           |
| Course Offering Availability: Fall  |                                 |          |          |                       |           |
| This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.  |                                 |          |          |                       |           |
| <b>NUR 101</b>  | <b>Practical Nursing I</b>      | <b>7</b> | <b>6</b> | <b>6</b>              | <b>11</b> |
| Prerequisites: Local, Enrollment in the Practical Nursing Program   |                                 |          |          |                       |           |
| Corequisites: None  |                                 |          |          |                       |           |
| Course Offering Availability: Fall  |                                 |          |          |                       |           |
| This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. <i>This is a diploma-level course.</i> |                                 |          |          |                       |           |
| <b>NUR 102</b>  | <b>Practical Nursing II</b>     | <b>7</b> | <b>0</b> | <b>9</b>              | <b>10</b> |
| Prerequisites: State, Take NUR 101  |                                 |          |          |                       |           |
| Corequisites: None  |                                 |          |          |                       |           |
| Course Offering Availability: Spring  |                                 |          |          |                       |           |
| This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. <i>This is a diploma-level course.</i>                               |                                 |          |          |                       |           |
| <b>NUR 103</b>  | <b>Practical Nursing III</b>    | <b>6</b> | <b>0</b> | <b>9</b>              | <b>9</b>  |
| Prerequisites: State, Take NUR 101  |                                 |          |          |                       |           |
| Corequisites: None  |                                 |          |          |                       |           |
| Course Offering Availability: Summer  |                                 |          |          |                       |           |
| This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care. <i>This is a diploma-level course.</i>   |                                 |          |          |                       |           |
| <b>NUR 111</b>  | <b>Intro to Health Concepts</b> | <b>4</b> | <b>6</b> | <b>6</b>              | <b>8</b>  |
| Prerequisites: Local, Enrollment in the Associate Degree Nursing Program  |                                 |          |          |                       |           |
| Corequisites: None  |                                 |          |          |                       |           |
| Course Offering Availability: Fall  |                                 |          |          |                       |           |
| This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.  |                                 |          |          |                       |           |



# CURRICULUM COURSES

| Course No.   | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------|----------|----------|-----------------------|----------|
| <b>NUR 112</b>   | <b>Health-Illness Concepts</b>  | <b>3</b> | <b>0</b> | <b>6</b>              | <b>5</b> |
| Prerequisites: State, Take NUR 111   |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. |                                 |          |          |                       |          |
| <b>NUR 113</b>   | <b>Family Health Concepts</b>   | <b>3</b> | <b>0</b> | <b>6</b>              | <b>5</b> |
| Prerequisites: State, Take NUR 111   |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Spring   |                                 |          |          |                       |          |
| This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.             |                                 |          |          |                       |          |
| <b>NUR 114</b>   | <b>Holistic Health Concepts</b> | <b>3</b> | <b>0</b> | <b>6</b>              | <b>5</b> |
| Prerequisites: State, Take NUR 111   |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Fall   |                                 |          |          |                       |          |
| This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.   |                                 |          |          |                       |          |
| <b>NUR 211</b>   | <b>Health Care Concepts</b>     | <b>3</b> | <b>0</b> | <b>6</b>              | <b>5</b> |
| Prerequisites: State, Take NUR 111   |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Fall   |                                 |          |          |                       |          |
| This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.                        |                                 |          |          |                       |          |
| <b>NUR 212</b>   | <b>Health System Concepts</b>   | <b>3</b> | <b>0</b> | <b>6</b>              | <b>5</b> |
| Prerequisites: State, Take NUR 111   |                                 |          |          |                       |          |
| Corequisites: None   |                                 |          |          |                       |          |
| Course Offering Availability: Summer   |                                 |          |          |                       |          |
| This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.                 |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit    |
|---|--|----------|----------|-----------------------|-----------|
| <b>NUR 213</b>  | <b>Complex Health Concepts</b>                                   | <b>4</b> | <b>3</b> | <b>15</b>             | <b>10</b> |
| Prerequisites:  | State, Take NUR 111  |          |          |                       |           |
| Corequisites:   | State, Take All: NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212 |          |          |                       |           |
| Course Offering Availability: Spring  |  |          |          |                       |           |
| This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care. |  |          |          |                       |           |
| <b>NUR 214</b>  | <b>Nsg Transition Concepts</b>                                   | <b>3</b> | <b>0</b> | <b>3</b>              | <b>4</b>  |
| Prerequisites:  | Local, Enrollment in the LPN to ADN Transition Program           |          |          |                       |           |
| Corequisites:   | None   |          |          |                       |           |
| Course Offering Availability: Summer  |  |          |          |                       |           |
| This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.         |  |          |          |                       |           |
| <b>OST 131</b>  | <b>Keyboarding</b>   | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b>  |
| Prerequisites:  | None   |          |          |                       |           |
| Corequisites:   | None   |          |          |                       |           |
| Course Offering Availability: Fall, Spring  |  |          |          |                       |           |
| 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:  | Local, OST 131   |          |          |                       |           |
| Corequisites:   | None   |          |          |                       |           |
| Course Offering Availability: Spring  |  |          |          |                       |           |
| 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 documents and key timed writings at speeds commensurate with employability. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |           |
| <b>OST 135</b>  | <b>Adv Text Entry &amp; Format</b>                               | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b>  |
| Prerequisites:  | State, OST 134   |          |          |                       |           |
| Corequisites:   | None   |          |          |                       |           |
| Course Offering Availability: Fall  |  |          |          |                       |           |
| This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.   |  |          |          |                       |           |
| <b>OST 136</b>  | <b>Word Processing</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b>  |
| Prerequisites:  | None   |          |          |                       |           |
| Corequisites:   | None   |          |          |                       |           |
| Course Offering Availability: Fall, Spring  |  |          |          |                       |           |
| This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |  |          |          |                       |           |

# CURRICULUM COURSES

| Course No.  | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---|----------|----------|-----------------------|----------|
| <b>OST 138</b>  | <b>Office Applications II</b>                 | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, Take One: OST 137, CIS 110, or CIS 111 |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| <p>This course is designed to improve the proficiency in the utilization of software applications used in business offices through a hands-on approach. Emphasis is placed on in-depth usage of software to create a variety of documents applicable to current business environments. Upon completion, students should be able to master the skills required to design documents that can be customized using the latest software applications. <i>This course is also available through the Virtual Learning Community (VLC).</i></p> |   |          |          |                       |          |
| <b>OST 140</b>  | <b>Internet Comm/Research</b>                 | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| <p>This course provides a working knowledge of Internet usage and research for the modern office. Emphasis is placed on using search engines, email, Web sites, Web servers, communication services, and e-business to obtain information vital to the current office environment. Upon completion, students should be able to use the Internet to research any office topics required for employment.</p>  |   |          |          |                       |          |
| <b>OST 141</b>  | <b>Med Office Terms I</b>                     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall, Spring                                  |          |          |                       |          |
| <p>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.</p>  |   |          |          |                       |          |
| <b>OST 142</b>  | <b>Med Office Terms II</b>                    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, Take one: OST 141 or MED 121           |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall, Spring                                  |          |          |                       |          |
| <p>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.</p>   |   |          |          |                       |          |
| <b>OST 145</b>  | <b>Social Media for Office Prof</b>           | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, Take one: CIS 110, CIS 111, or OST 137 |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Spring  |          |          |                       |          |
| <p>This course is designed to introduce the office professional to the concepts of social media. Topics include goal setting and strategies, identifying target audiences, rules of engagement, blogs, podcasts and webinars, sharing videos, pictures, and images, social networks, mobile computing, and social media monitoring. Upon completion, students should be able to create and utilize social media tools in the workplace setting.</p>   |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>OST 148</b>  | <b>Med Ins &amp; Billing</b>    | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                 |          |          |                       |          |
| <b>OST 149</b>  | <b>Medical Legal Issues</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| 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. <i>This course is also available through the Virtual Learning Community (VLC).</i> |                                 |          |          |                       |          |
| <b>OST 153</b>  | <b>Office Finance Solutions</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: CIS 110, CIS 111, or OST 137  |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| This course introduces basic bookkeeping concepts. Topics include entering data in accounts payable and receivable, keeping petty cash records, maintaining inventory, reconciling bank statements, running payroll, and generating simple financial reports. Upon completion, students should be able to demonstrate competence in the entry and manipulation of data to provide financial solutions for the office.   |                                 |          |          |                       |          |
| <b>OST 159</b>  | <b>Office Ethics</b>            | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course introduces the complex ethical and legal issues involved in the role of administrative support personnel in a variety of offices. Emphasis is placed on ethics, diversity, morality, and ethical standards of the administrative support professional. Upon completion, students should be able to conduct themselves in an ethical manner appropriate to a variety of offices.   |                                 |          |          |                       |          |
| <b>OST 161</b>  | <b>Medical Ofc Procedures</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                 |          |          |                       |          |
| This course provides instruction on the skills and procedures needed in today's medical office. Topics include medical data entry, medical communications, phone etiquette, use and maintenance of office equipment, inventory control, patient scheduling, and managing the financial aspects of a practice. Upon completion, students should be able to display skills and decision-making abilities essential in the medical office.   |                                 |          |          |                       |          |
| <b>OST 164</b>  | <b>Office Editing</b>           | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--------------------------------------|----------|----------|-----------------------|----------|
| <b>OST 165</b>   | <b>Adv Office Editing</b>            | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, OST 164  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Fall   |                                      |          |          |                       |          |
| This course is designed to develop proficiency in advanced editing skills needed in the office environment. Emphasis is placed on the application of creating effective electronic office documents. Upon completion, students should be able to apply advanced editing skills to compose text.  |                                      |          |          |                       |          |
| <b>OST 181</b>   | <b>Office Procedures</b>             | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Fall   |                                      |          |          |                       |          |
| This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context. |                                      |          |          |                       |          |
| <b>OST 184</b>   | <b>Records Management</b>            | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Spring   |                                      |          |          |                       |          |
| This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. <i>This course is also available through the Virtual Learning Community (VLC).</i>               |                                      |          |          |                       |          |
| <b>OST 236</b>   | <b>Adv Word Processing</b>           | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, OST 136  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Fall   |                                      |          |          |                       |          |
| This course develops proficiency in the utilization of advanced word processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                      |          |          |                       |          |
| <b>OST 247</b>   | <b>Procedure Coding</b>              | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: MED 121 or OST 141   |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Fall   |                                      |          |          |                       |          |
| This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.  |                                      |          |          |                       |          |
| <b>OST 248</b>   | <b>Diagnostic Coding</b>             | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take One: MED 121 or OST 141   |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Spring   |                                      |          |          |                       |          |
| This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.   |                                      |          |          |                       |          |
| <b>OST 249</b>   | <b>Med Coding Certification Prep</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: OST 247 and OST 248  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Spring   |                                      |          |          |                       |          |
| This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams.  |                                      |          |          |                       |          |

# CURRICULUM COURSES

| Course No.                    | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|-------------------------------|--|----------|----------|-----------------------|----------|
| <b>OST 250</b>                | <b>Long-Term Care Coding</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | State, Take One: MED 121 or OST 141  |          |          |                       |          |
| Corequisites:                 | None   |          |          |                       |          |
| Course Offering Availability: | Course offered at the discretion of the Dean   |          |          |                       |          |
|                               | This course covers diagnostic coding as it applies to long-term care facilities and home care. Topics include diagnostic coding and reimbursement in long-term care facilities and home care. Upon completion, students should be able to properly code conditions for long-term care and home care services.  |          |          |                       |          |
| <b>OST 260</b>                | <b>Adv Coding Methodologies</b>  | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | State, Take All: OST 247 & OST 248   |          |          |                       |          |
| Corequisites:                 | None   |          |          |                       |          |
| Course Offering Availability: | Spring   |          |          |                       |          |
|                               | This course provides advanced instruction in a variety of emergent methodologies in medical coding. Topics include advanced outpatient coding, inpatient coding, risk adjustment coding, online encoder software, Correct Coding Initiatives (CCI), and advanced record abstraction. Upon completion, students should be able to perform advanced coding in a healthcare facility.   |          |          |                       |          |
| <b>OST 263</b>                | <b>Healthcare Customer Relations</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | State, Take One: OST 148 or HMT 210  |          |          |                       |          |
| Corequisites:                 | None   |          |          |                       |          |
| Course Offering Availability: | Spring   |          |          |                       |          |
|                               | This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics such as insurance and billing issues with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner. |          |          |                       |          |
| <b>OST 280</b>                | <b>Electronic Health Records</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | State, Take One: CIS 110, CIS 111, or OST 137  |          |          |                       |          |
| Corequisites:                 | None   |          |          |                       |          |
| Course Offering Availability: | Spring   |          |          |                       |          |
|                               | This course focuses on the use of electronic health records in medical documentation and patient management. Emphasis is placed on creating and maintaining patient medical information, scheduling patient appointments, documenting patient encounters, and billing/insurance claim processing. Upon completion, students should be able to perform the required software tasks following a patient visit from start to finish.  |          |          |                       |          |
| <b>OST 289</b>                | <b>Office Admin Capstone</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:                | State, Take One Set:<br>Set 1: OST-134 and OST-164<br>Set 2: OST-136 and OST-164   |          |          |                       |          |
| Course Offering Availability: | Spring   |          |          |                       |          |
|                               | This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                        | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|------------------------------|----------|----------|-----------------------|----------|
| <b>PED 110***</b>  | <b>Fit and Well for Life</b> | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                              |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                              |          |          |                       |          |
| <b>PED 117***</b>  | <b>Weight Training I</b>     | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                              |          |          |                       |          |
| This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                              |          |          |                       |          |
| <b>PED 120***</b>  | <b>Walking for Fitness</b>   | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                              |          |          |                       |          |
| This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |                              |          |          |                       |          |
| <b>PED 142***</b>  | <b>Lifetime Sports</b>       | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                              |          |          |                       |          |
| This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                              |          |          |                       |          |
| <b>PHI 215*</b>  | <b>Philosophical Issues</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ENG 111*   |                              |          |          |                       |          |
| Corequisites: None   |                              |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                              |          |          |                       |          |
| This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.</i> |                              |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>PHI 240*</b>   | <b>Introduction to Ethics</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, ENG 111*  |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                 |          |          |                       |          |
| This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                                 |          |          |                       |          |
| <b>PHM 110</b>  | <b>Introduction to Pharmacy</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                 |          |          |                       |          |
| This course introduces pharmacy practice and the technician's role in a variety of pharmacy settings. Topics include medical terminology and abbreviations, drug delivery systems, law and ethics, prescription and medication orders, and the health care system. Upon completion, students should be able to explain the role of pharmacy technicians, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.   |                                 |          |          |                       |          |
| <b>PHM 111</b>  | <b>Pharmacy Practice I</b>      | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: Local, Enrollment in the Program   |                                 |          |          |                       |          |
| Corequisites: State, Take All: PHM 110 <b>and</b> PHM 115   |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                 |          |          |                       |          |
| This course provides instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.  |                                 |          |          |                       |          |
| <b>PHM 112</b>  | <b>Pharmacy Practice II</b>     | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, Take All: PHM 110 <b>and</b> PHM 111  |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                 |          |          |                       |          |
| This course provides continued instruction in the technical procedures for preparing and dispensing drugs in the hospital setting under a pharmacist's supervision. Topics include more detailed coverage of unit-dose dispensing, ward stock systems, materials management, automated dispensing, and quality assurance. Upon completion, students should be able to perform all technical aspects of hospital drug delivery systems.  |                                 |          |          |                       |          |
| <b>PHM 115</b>  | <b>Pharmacy Calculations</b>    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                 |          |          |                       |          |
| This course provides an introduction to the metric, avoirdupois, and apothecary systems of measurement and the calculations used in pharmacy practice. Topics include ratio and proportion, dosage determinations, percentage preparations, reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, and flow rates. Upon completion, students should be able to correctly perform calculations required to properly prepare a medication order.  |                                 |          |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|----------------------------------|----------|----------|-----------------------|----------|
| <b>PHM 115A</b>   | <b>Pharmacy Calculations Lab</b> | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: Local, PHM 115  |                                  |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                  |          |          |                       |          |
| This course provides an opportunity to practice and perform calculations encountered in pharmacy practice. Emphasis is placed on ratio and proportion, dosage calculations, percentage, reduction/enlargement formulas, aliquots, flow rates, and specific gravity/density. Upon completion, students should be able to perform the calculations required to properly prepare a medication order.   |                                  |          |          |                       |          |
| <b>PHM 118</b>  | <b>Sterile Products</b>          | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, Take All: PHM 110 and PHM 111   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring, Summer  |                                  |          |          |                       |          |
| This course provides an introduction to intravenous admixture preparation and other sterile products, including total parenteral nutrition and chemotherapy. Topics include aseptic techniques; facilities, equipment, and supplies utilized in admixture preparation; incompatibility and stability; laminar flow hoods; immunizations and irrigation solutions; and quality assurance. Upon completion, students should be able to describe and demonstrate the steps involved in preparation of intermittent and continuous infusions, total parenteral nutrition, and chemotherapy. |                                  |          |          |                       |          |
| <b>PHM 120</b>  | <b>Pharmacology I</b>            | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring, Summer  |                                  |          |          |                       |          |
| This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.   |                                  |          |          |                       |          |
| <b>PHM 125</b>  | <b>Pharmacology II</b>           | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, PHM 120   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring  |                                  |          |          |                       |          |
| This course provides a continuation of the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.   |                                  |          |          |                       |          |
| <b>PHM 132</b>  | <b>Pharmacy Clinical</b>         | <b>0</b> | <b>0</b> | <b>6</b>              | <b>2</b> |
| Prerequisites: Local, Enrollment in the Program   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Summer  |                                  |          |          |                       |          |
| This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.   |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                    | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--------------------------|----------|----------|-----------------------|----------|
| <b>PHM 133</b>  | <b>Pharmacy Clinical</b> | <b>0</b> | <b>0</b> | <b>9</b>              | <b>3</b> |
| Prerequisites: Local, Enrollment in the Program   |                          |          |          |                       |          |
| Corequisites: Local, Approval by the Program Head   |                          |          |          |                       |          |
| Course Offering Availability: Fall  |                          |          |          |                       |          |
| This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers. |                          |          |          |                       |          |
| <b>PHM 134</b>  | <b>Pharmacy Clinical</b> | <b>0</b> | <b>0</b> | <b>12</b>             | <b>4</b> |
| Prerequisites: Local, Enrollment in the Program   |                          |          |          |                       |          |
| Corequisites: None  |                          |          |          |                       |          |
| Course Offering Availability: Spring  |                          |          |          |                       |          |
| This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers. |                          |          |          |                       |          |
| <b>PHM 135</b>  | <b>Pharmacy Clinical</b> | <b>0</b> | <b>0</b> | <b>15</b>             | <b>5</b> |
| Prerequisites: Local, Enrollment in the Program   |                          |          |          |                       |          |
| Corequisites: Local, Approval by the Program Head   |                          |          |          |                       |          |
| Course Offering Availability: Fall  |                          |          |          |                       |          |
| This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers. |                          |          |          |                       |          |
| <b>PHM 136</b>  | <b>Pharmacy Clinical</b> | <b>0</b> | <b>0</b> | <b>18</b>             | <b>6</b> |
| Prerequisites: Local, Enrollment in the Program   |                          |          |          |                       |          |
| Corequisites: Local, Approval by the Program Head   |                          |          |          |                       |          |
| Course Offering Availability: Fall  |                          |          |          |                       |          |
| This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers. |                          |          |          |                       |          |
| <b>PHM 138</b>  | <b>Pharmacy Clinical</b> | <b>0</b> | <b>0</b> | <b>24</b>             | <b>8</b> |
| Prerequisites: Local, Enrollment in the Program   |                          |          |          |                       |          |
| Corequisites: Local, Approval by the Program Head   |                          |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |                          |          |          |                       |          |
| This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers. |                          |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                         | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-------------------------------|----------|----------|-----------------------|----------|
| <b>PHM 140</b>   | <b>Trends in Pharmacy</b>     | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                               |          |          |                       |          |
| Corequisites: None   |                               |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer   |                               |          |          |                       |          |
| This course covers the major issues, trends, and concepts in contemporary pharmacy practice. Topics include professional ethics, continuing education, job placement, and the latest developments in pharmacy technician practice. Upon completion, students should be able to demonstrate a basic knowledge of the topics discussed.  |                               |          |          |                       |          |
| <b>PHM 150</b>   | <b>Hospital Pharmacy</b>      | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: None  |                               |          |          |                       |          |
| Corequisites: State, PHM 118   |                               |          |          |                       |          |
| Course Offering Availability: Fall   |                               |          |          |                       |          |
| This course provides an in-depth study of hospital pharmacy practice. Topics include hospital organizational structure, committee functions, utilization of reference works, purchasing and inventory control, drug delivery systems, and intravenous admixture preparation. Upon completion, students should be able to explain hospital organization/committee functions, interpret and enter patient orders, fill unit-dose cassettes, and prepare intravenous admixtures.  |                               |          |          |                       |          |
| <b>PHM 155</b>   | <b>Community Pharmacy</b>     | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                               |          |          |                       |          |
| Corequisites: None   |                               |          |          |                       |          |
| Course Offering Availability: Spring   |                               |          |          |                       |          |
| This course covers the operational procedures relating to retail pharmacy. Emphasis is placed on a general knowledge of over-the-counter products, prescription processing, business/inventory management, and specialty patient services. Upon completion, students should be able to provide technical assistance and support to the retail pharmacist.  |                               |          |          |                       |          |
| <b>PHM 160</b>   | <b>Pharm Dosage Forms</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                               |          |          |                       |          |
| Corequisites: None   |                               |          |          |                       |          |
| Course Offering Availability: Spring   |                               |          |          |                       |          |
| This course is a study of pharmaceutical dosage forms and considerations in their manufacture. Topics include bioavailability, routes of administration, tablets, capsules, solutions, syrups, suspensions, elixirs, aerosols, transdermals, topicals, ophthalmics, otics, and other dosage forms. Upon completion, students should be able to describe the characteristics of the major dosage forms and explain how these characteristics affect the action of the drug.   |                               |          |          |                       |          |
| <b>PHM 165</b>   | <b>Pharmacy Prof Practice</b> | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                               |          |          |                       |          |
| Corequisites: None   |                               |          |          |                       |          |
| Course Offering Availability: Fall, Summer   |                               |          |          |                       |          |
| This course provides a general overview of all aspects of pharmacy technician practice. Emphasis is placed on pharmacy law, calculations, compounding, pharmacology, and pharmacy operations. Upon completion, students should be able to demonstrate competence in the areas required for the Pharmacy Technician Certification Examination.  |                               |          |          |                       |          |
| <b>PHY 110*</b>  | <b>Conceptual Physics</b>     | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                               |          |          |                       |          |
| Corequisites: Local, PHY 110A*   |                               |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                               |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                               |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                         | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-------------------------------|----------|----------|-----------------------|----------|
| <b>PHY 110A*</b>   | <b>Conceptual Physics Lab</b> | <b>0</b> | <b>2</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: None  |                               |          |          |                       |          |
| Corequisites: State, PHY 110*  |                               |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                               |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.</i>  |                               |          |          |                       |          |
| <b>PHY 131</b>   | <b>Physics-Mechanics</b>      | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, Take One: MAT 121 or MAT 171*  |                               |          |          |                       |          |
| Corequisites: None   |                               |          |          |                       |          |
| Course Offering Availability: Spring   |                               |          |          |                       |          |
| 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: State, MAT 171* or MAT 172*   |                               |          |          |                       |          |
| Corequisites: None   |                               |          |          |                       |          |
| Course Offering Availability: Spring   |                               |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>   |                               |          |          |                       |          |
| <b>PHY 152*</b>  | <b>College Physics II</b>     | <b>3</b> | <b>2</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, PHY 151*   |                               |          |          |                       |          |
| Corequisites: None   |                               |          |          |                       |          |
| Course Offering Availability: Summer   |                               |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |                               |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>PHY 251*</b>   | <b>General Physics I</b>               | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:  | State, MAT 271*;                       |          |          |                       |          |
| Corequisites:   | State, MAT 272*                        |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>                            |  |          |          |                       |          |
| <b>PHY 252*</b>   | <b>General Physics II</b>              | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:  | State, Take All: MAT 272* and PHY 251* |          |          |                       |          |
| Corequisites:   | None                                   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>POL 120*</b>   | <b>American Government</b>             | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None                                   |          |          |                       |          |
| Corequisites:   | None                                   |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |  |          |          |                       |          |
| This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>                               |  |          |          |                       |          |
| <b>PSY 118</b>  | <b>Interpersonal Psychology</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None                                   |          |          |                       |          |
| Corequisites:   | None                                   |          |          |                       |          |
| Course Offering Availability: Spring  |  |          |          |                       |          |
| 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.   |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>PSY 150*</b>   | <b>General Psychology</b>                          | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None   |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i>                         |  |          |          |                       |          |
| <b>PSY 241**</b>  | <b>Developmental Psychology</b>                    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, PSY 150*                                    |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability: Fall, Spring, Summer  |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |
| <b>PSY 281**</b>  | <b>Abnormal Psychology</b>                         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, PSY 150*                                    |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>PTC 110</b>  | <b>Industrial Environment</b>                      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None   |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability: Summer and at the discretion of the Dean  |  |          |          |                       |          |
| This course provides the pharmaceutical industry, including a broad overview of work in this field. Emphasis is placed on good manufacturing practices (GMP), work conduct, company organization, job expectations, personal safety, hygiene, and company rules and regulations. Upon completion, students should be able to follow good manufacturing practice regulations and inspect a pharmaceutical manufacturing facility for compliance with GMP. <i>This course is also available through the Virtual Learning Community (VLC).</i>   |  |          |          |                       |          |
| <b>RAD 110</b>  | <b>Radiography Introduction &amp; Patient Care</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | Local, Enrollment in the Radiography Program       |          |          |                       |          |
| Corequisites:   | State, Take All: RAD 111 and RAD 151               |          |          |                       |          |
| Course Offering Availability: Fall  |  |          |          |                       |          |
| 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.   |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                      | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|----------------------------|----------|----------|-----------------------|----------|
| <b>RAD 111</b>   | <b>RAD Procedures I</b>    | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: Local, Enrollment in the Radiography Program  |                            |          |          |                       |          |
| Corequisites: None   |                            |          |          |                       |          |
| Course Offering Availability: Fall   |                            |          |          |                       |          |
| This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, bony thorax, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.   |                            |          |          |                       |          |
| <b>RAD 112</b>   | <b>RAD Procedures II</b>   | <b>3</b> | <b>3</b> | <b>0</b>              | <b>4</b> |
| Prerequisites: State, Take All: RAD 110, RAD 111, and RAD 151  |                            |          |          |                       |          |
| Local, BIO 163***  |                            |          |          |                       |          |
| Corequisites: None   |                            |          |          |                       |          |
| Course Offering Availability: Spring   |                            |          |          |                       |          |
| This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, spine, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.   |                            |          |          |                       |          |
| <b>RAD 113</b>   | <b>RAD Lab Elective</b>    | <b>0</b> | <b>3</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: State, None   |                            |          |          |                       |          |
| Corequisites: None   |                            |          |          |                       |          |
| Course Offering Availability: Fall   |                            |          |          |                       |          |
| This course provides additional laboratory opportunities in radiologic technology. Emphasis is placed on radiographic procedures and manipulation of equipment. Upon completion, students should be able to demonstrate competence in radiographic procedures through laboratory evaluations.  |                            |          |          |                       |          |
| <b>RAD 121</b>   | <b>Image Production I</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, Take All: RAD 110, RAD 111, and RAD 151  |                            |          |          |                       |          |
| Corequisites: None   |                            |          |          |                       |          |
| Course Offering Availability: Spring   |                            |          |          |                       |          |
| This course provides the basic principles of radiographic image production. Emphasis is placed on the factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of basic principles of radiographic image production.   |                            |          |          |                       |          |
| <b>RAD 122</b>   | <b>Image Production II</b> | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, Take All: RAD 110, RAD 111, and RAD 151  |                            |          |          |                       |          |
| Corequisites: None   |                            |          |          |                       |          |
| Course Offering Availability: Summer   |                            |          |          |                       |          |
| This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on advanced digital principles and production. Upon completion, students should be able to demonstrate an understanding of advanced principles of digital imaging production.   |                            |          |          |                       |          |
| <b>RAD 141</b>   | <b>Radiation Safety</b>    | <b>2</b> | <b>0</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, Take All: RAD 112, RAD 121, RAD 161  |                            |          |          |                       |          |
| Corequisites: State, None  |                            |          |          |                       |          |
| Course Offering Availability: Summer   |                            |          |          |                       |          |
| 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. |                            |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---|----------|----------|-----------------------|----------|
| <b>RAD 151</b>  | <b>RAD Clinical Ed I</b>                              | <b>0</b> | <b>0</b> | <b>6</b>              | <b>2</b> |
| Prerequisites:  | Local, Enrollment in the Radiography Program          |          |          |                       |          |
| Corequisites:   | State, Take All: RAD 110 <b>and</b> RAD 111           |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| 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>                             | <b>0</b> | <b>0</b> | <b>15</b>             | <b>5</b> |
| Prerequisites:  | State, Take All: RAD 110, RAD 111, <b>and</b> RAD 151 |          |          |                       |          |
| Corequisites:   | State, Take All: RAD 112 <b>and</b> RAD 121           |          |          |                       |          |
| Course Offering Availability:   | Spring  |          |          |                       |          |
| 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>                            | <b>0</b> | <b>0</b> | <b>9</b>              | <b>3</b> |
| Prerequisites:  | State, Take All: RAD 112, RAD 121, <b>and</b> RAD 161 |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Summer  |          |          |                       |          |
| This course provides experience in patient management specific to advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.   |   |          |          |                       |          |
| <b>RAD 211</b>  | <b>RAD Procedures III</b>                             | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, Take All: RAD 122, RAD 141, <b>and</b> RAD 171 |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, advanced imaging, radiographic pathology and image analysis. Upon completion, students should be able to demonstrate an understanding of these areas.   |   |          |          |                       |          |
| <b>RAD 231</b>  | <b>Image Production III</b>                           | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites:  | State, Take One: RAD 122, RAD 141 <b>and</b> RAD 171  |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on complex imaging production and principles, quality control and quality assurance in the imaging sciences. Upon completion, students should be able to demonstrate an understanding of advanced radiographic equipment and quality control programs.                           |   |          |          |                       |          |
| <b>RAD 251</b>  | <b>RAD Clinical Ed IV</b>                             | <b>0</b> | <b>0</b> | <b>21</b>             | <b>7</b> |
| Prerequisites:  | State, Take All: RAD 122, RAD 131, <b>and</b> RAD 171 |          |          |                       |          |
| Corequisites:   | State, Take All: RAD 211, RAD 231, <b>and</b> RAD 241 |          |          |                       |          |
| Course Offering Availability:   | Fall  |          |          |                       |          |
| 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. |   |          |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title  | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--|----------|----------|-----------------------|----------|
| <b>RAD 261</b>  | <b>RAD Clinical Ed V</b>                       | <b>0</b> | <b>0</b> | <b>21</b>             | <b>7</b> |
| Prerequisites:  | State, RAD 251                                 |          |          |                       |          |
| Corequisites:   | State, Take All: RAD 245 and RAD 271           |          |          |                       |          |
| Course Offering Availability:   | Spring   |          |          |                       |          |
| 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>RAD 271</b>  | <b>Radiography Capstone</b>                    | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, Take All: RAD 211, RAD 231, and RAD 251 |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability:   | Fall   |          |          |                       |          |
| This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer.  |  |          |          |                       |          |
| <b>REF 117</b>  | <b>Refrigeration Controls</b>                  | <b>2</b> | <b>6</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:  | State, Take One: AHR 110, AHR 111, or ELC 111  |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability:   | Fall   |          |          |                       |          |
| This course covers the design, operation, function, and schematics of basic control systems used in the refrigeration industry. Topics include proper control application, selection, and use of test instruments; simple control wiring; and the use of schematics as a troubleshooting tool. Upon completion, students should be able to identify, diagnose, and repair electrical and mechanical malfunctioning components.  |  |          |          |                       |          |
| <b>REF 260</b>  | <b>Commercial Systems II</b>                   | <b>2</b> | <b>6</b> | <b>0</b>              | <b>4</b> |
| Prerequisites:  | State, Take One: AHR 115 or ELC-111            |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability:   | Spring   |          |          |                       |          |
| This course covers the installation and start up of common commercial refrigeration systems. Topics include the installation of display/storage boxes or cases, walk-in systems, dispensing machines, ice-making equipment, and refrigerated laboratory equipment. Upon completion, students should be able to safely install and start up common commercial refrigeration systems.   |  |          |          |                       |          |
| <b>REL 110**</b>  | <b>World Religions</b>                         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None   |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability:   | Course offered at the discretion of the Dean   |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This course is also available through the Virtual Learning Community (VLC).</i> |  |          |          |                       |          |
| <b>REL 211**</b>  | <b>Introduction to Old Testament</b>           | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None   |          |          |                       |          |
| Corequisites:   | None   |          |          |                       |          |
| Course Offering Availability:   | Course offered at the discretion of the Dean   |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>               |  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--------------------------------------|----------|----------|-----------------------|----------|
| <b>REL 212**</b>   | <b>Introduction to New Testament</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                      |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>   |                                      |          |          |                       |          |
| <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   |                                      |          |          |                       |          |
| Course Offering Availability: Fall   |                                      |          |          |                       |          |
| 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.  |                                      |          |          |                       |          |
| <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   |                                      |          |          |                       |          |
| Course Offering Availability: Spring   |                                      |          |          |                       |          |
| 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. <i>This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program.</i> |                                      |          |          |                       |          |
| <b>SAB 125</b>   | <b>SA Case Management</b>            | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Spring   |                                      |          |          |                       |          |
| 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. <i>This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program.</i>   |                                      |          |          |                       |          |
| <b>SAB 135</b>   | <b>Addictive Process</b>             | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                      |          |          |                       |          |
| Corequisites: None   |                                      |          |          |                       |          |
| Course Offering Availability: Fall   |                                      |          |          |                       |          |
| 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.  |                                      |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--------------------------------------|----------|----------|-----------------------|----------|
| <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  |                                      |          |          |                       |          |
| Course Offering Availability: Spring  |                                      |          |          |                       |          |
| 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.  |                                      |          |          |                       |          |
| <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  |                                      |          |          |                       |          |
| Course Offering Availability: Fall  |                                      |          |          |                       |          |
| 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. <i>This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program.</i> |                                      |          |          |                       |          |
| <b>SEC 110</b>  | <b>Security Concepts</b>             | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Spring  |                                      |          |          |                       |          |
| This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPsec. Upon completion, students should be able to implement secure data transmission technologies. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                      |          |          |                       |          |
| <b>SEC 150</b>  | <b>Secure Communications</b>         | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CTI 120 and NET 125   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Fall  |                                      |          |          |                       |          |
| This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPsec. Upon completion, students should be able to implement secure data transmission technologies. <i>This course is also available through the Virtual Learning Community (VLC).</i>  |                                      |          |          |                       |          |
| <b>SEC 160</b>  | <b>Security Administration I</b>     | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CTI 120 and NET 125   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Spring  |                                      |          |          |                       |          |
| This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.   |                                      |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                       | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-----------------------------|----------|----------|-----------------------|----------|
| <b>SGD 111</b>   | <b>Introduction to SGD</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                             |          |          |                       |          |
| Corequisites: None   |                             |          |          |                       |          |
| Course Offering Availability: Fall   |                             |          |          |                       |          |
| This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, core mechanics, game genres, AI, the psychology of game design and professionalism. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation and game design and development. |                             |          |          |                       |          |
| <b>SGD 112</b>   | <b>SGD Design</b>           | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                             |          |          |                       |          |
| Corequisites: None   |                             |          |          |                       |          |
| Course Offering Availability: Fall   |                             |          |          |                       |          |
| This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulation and games. Upon completion, students should be able to design simple simulations and/or games.   |                             |          |          |                       |          |
| <b>SGD 113</b>   | <b>SGD Programming</b>      | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                             |          |          |                       |          |
| Corequisites: None   |                             |          |          |                       |          |
| Course Offering Availability: Spring   |                             |          |          |                       |          |
| This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations.  |                             |          |          |                       |          |
| <b>SGD 114</b>   | <b>3D Modeling</b>          | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                             |          |          |                       |          |
| Corequisites: None   |                             |          |          |                       |          |
| Course Offering Availability: Spring   |                             |          |          |                       |          |
| This course introduces the tools required to create three-dimensional (3D) models. Emphasis is placed on exploring tools used to create 3D models. Upon completion, students should be able to create and animate 3D models using 3D modeling tools.   |                             |          |          |                       |          |
| <b>SGD 116</b>   | <b>Graphic Design Tools</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                             |          |          |                       |          |
| Corequisites: None   |                             |          |          |                       |          |
| Course Offering Availability: Fall   |                             |          |          |                       |          |
| This course introduces students to computer-based graphic design tools and their use within the context of simulation and game design. Topics include texture creation, map creation, and introduction to advanced level graphic design techniques. Upon completion, students should be able to competently use and explain industry-standard graphic design software.   |                             |          |          |                       |          |
| <b>SGD 117</b>   | <b>Art for Games</b>        | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                             |          |          |                       |          |
| Corequisites: None   |                             |          |          |                       |          |
| Course Offering Availability: Fall   |                             |          |          |                       |          |
| This course introduces students to the basic principles of art and how they apply to simulations and games. Emphasis is placed on learning to develop industry quality concept art for characters and other assets, as well as techniques needed to create such art. Upon completion, students should be able to create their own industry standard concept art for use in SGD projects.   |                             |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                            | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|----------------------------------|----------|----------|-----------------------|----------|
| <b>SGD 134</b>  | <b>SG Quality Assurance</b>      | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Spring  |                                  |          |          |                       |          |
| This course provides an introduction to software quality assurance as it relates to simulation and game development. Emphasis is placed on designing testing tools, bug databases, and on learning methodologies required for systematic, detail-oriented testing procedures for the simulation and game industry. Upon completion, students should be able to demonstrate the proper skills to obtain a job as a quality assurance tester in the simulation/game industry. |                                  |          |          |                       |          |
| <b>SGD 159</b>  | <b>SGD Production Management</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                  |          |          |                       |          |
| This course introduces the techniques and methods used in interactive game production and how to manage a project. Emphasis is placed on scheduling, production plans, marketing and budgeting. Upon completion, students should be able to manage a team, track production, and understand the process of project management.  |                                  |          |          |                       |          |
| <b>SGD 163</b>  | <b>SG Documentation</b>          | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: Local, ENG 111*   |                                  |          |          |                       |          |
| Course Offering Availability: Spring  |                                  |          |          |                       |          |
| This course introduces the techniques and methods used to create simulation and game production and design documents. Emphasis is placed on the design document to include scheduling, production plans, marketing and budgeting. Upon completion, students should be able to create design and produce documents for any simulation or game.   |                                  |          |          |                       |          |
| <b>SGD 164</b>  | <b>SG Audio/Video</b>            | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Fall  |                                  |          |          |                       |          |
| This course introduces various aspects of audio and video and their application in simulations and games. Topics include techniques for producing and editing audio and video for multiple digital mediums. Upon completion, students should be able to produce and edit audio and video for simulations and games.   |                                  |          |          |                       |          |
| <b>SGD 165</b>  | <b>SG Character Development</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                  |          |          |                       |          |
| This course introduces the concepts needed to create fictional personality for use in digital videos, animations, simulations and games. Topics include aspects of character, developing backgrounds, mannerisms and voice. Upon completion, students should be able to develop characters and backgrounds for simulations and games.   |                                  |          |          |                       |          |
| <b>SGD 167</b>  | <b>SG Ethics</b>                 | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                  |          |          |                       |          |
| Corequisites: None  |                                  |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                  |          |          |                       |          |
| This course introduces principles of philosophy and ethics as they relate to simulation and game development. Topics include moral philosophy and ethics. Upon completion, students should be able to discuss philosophical and ethical issues related to simulation and game development.  |                                  |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                          | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|--------------------------------|----------|----------|-----------------------|----------|
| <b>SGD 168</b>   | <b>Mobile SG Programming I</b> | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                |          |          |                       |          |
| Corequisites: None   |                                |          |          |                       |          |
| Course Offering Availability: Fall   |                                |          |          |                       |          |
| This course introduces the mobile simulation and game programming process. Topics include mobile simulation/game programming, performance tuning, animation, sound effects, music, and mobile networks. Upon completion, students should be able to apply simulation/game programming concepts to the creation of mobile simulations and games.  |                                |          |          |                       |          |
| <b>SGD 171</b>   | <b>Flash SG Programming</b>    | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                |          |          |                       |          |
| Corequisites: None   |                                |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                |          |          |                       |          |
| This course introduces the Flash programming environment for use in simulation and game development. Topics include timeline effects, extensibility layers, alias text, globalization tools, ActionScript and lingo programming. Upon completion, students should be able to create a simple simulation or game using Flash.   |                                |          |          |                       |          |
| <b>SGD 174</b>   | <b>SG Level Design</b>         | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                |          |          |                       |          |
| Corequisites: None   |                                |          |          |                       |          |
| Course Offering Availability: Fall   |                                |          |          |                       |          |
| This course introduces the tools used to create levels for real-time simulation and games. Topics include level design, architecture theory, modeling for 3D engines and texturing methods. Upon completion, students should be able to design simple levels using industry standard tools.  |                                |          |          |                       |          |
| <b>SGD 212</b>   | <b>SGD Design II</b>           | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, SGD 112  |                                |          |          |                       |          |
| Corequisites: None   |                                |          |          |                       |          |
| Course Offering Availability: Spring   |                                |          |          |                       |          |
| This course covers the advanced principles of simulation and game design. Topics include advanced design concepts in simulation and game development. Upon completion, students should be able to design an advanced simulation or game.   |                                |          |          |                       |          |
| <b>SGD 214</b>   | <b>3D Modeling II</b>          | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, SGD 114  |                                |          |          |                       |          |
| Corequisites: None   |                                |          |          |                       |          |
| Course Offering Availability: Fall   |                                |          |          |                       |          |
| This course introduces the tools used to create and animate advanced 3 dimensional models. Emphasis is placed on identifying and utilizing the tools required to create and animate advanced 3D models. Upon completion, students should be able to create and animate advanced 3D models using 3D modeling tools.   |                                |          |          |                       |          |
| <b>SGD 288</b>   | <b>SGD Portfolio Design</b>    | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None  |                                |          |          |                       |          |
| Corequisites: State, SGD 289   |                                |          |          |                       |          |
| Course Offering Availability: Spring   |                                |          |          |                       |          |
| This course covers the organization and presentation of a simulation and game design portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials. |                                |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title   | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---|----------|----------|-----------------------|----------|
| <b>SGD 289</b>  | <b>SGD Project</b>  | <b>2</b> | <b>3</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | State, Take One: SGD 212, SGD 213, SGD 214, <b>or</b> SGD 285 |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Spring  |          |          |                       |          |
| This course provides students with the opportunity to create a functional simulation or game with minimal instructor support. Emphasis is placed upon verbal and written communication, skill documentation, professional presentation and user training. Upon completion, students should be able to create and professionally present a fully functional simulation or game.  |   |          |          |                       |          |
| <b>SOC 210*</b>   | <b>Introduction to Sociology</b>                              | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall, Spring, Summer  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. This course is also available through the Virtual Learning Community (VLC).</i> |   |          |          |                       |          |
| <b>SOC 213**</b>  | <b>Sociology of the Family</b>                                | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall, Spring  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This course is also available through the Virtual Learning Community (VLC).</i>  |   |          |          |                       |          |
| <b>SOC 220**</b>  | <b>Social Problems</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Fall, Spring, Summer  |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. This course is also available through the Virtual Learning Community (VLC).</i>   |   |          |          |                       |          |
| <b>SOC 242***</b>   | <b>Sociology of Deviance</b>                                  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites:  | None  |          |          |                       |          |
| Corequisites:   | None  |          |          |                       |          |
| Course Offering Availability:   | Summer  |          |          |                       |          |
| This course provides an overview of deviant behavior and the processes involved in its definition, causation, prevention, control, and treatment. Topics include theories of causation, social control, delinquency, victimization, criminality, the criminal justice system, punishment, rehabilitation, and restitution. Upon completion, students should be able to identify and analyze issues surrounding the nature and development of social responses to deviance. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>   |   |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                 | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------------|----------|----------|-----------------------|----------|
| <b>SOC 244***</b>  | <b>Sociology of Death &amp; Dying</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Spring   |                                       |          |          |                       |          |
| This course presents sociological perspectives on death and dying. Emphasis is placed on analyzing the different death rates among various groups, races, and societies, as well as various types of death. Upon completion, students should be able to discuss the rituals of death, both cultural and religious, and examine current issues relating to death and dying. <i>This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.</i>  |                                       |          |          |                       |          |
| <b>SPA 111**</b>   | <b>Elementary Spanish I</b>           | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Fall, Spring   |                                       |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This course is also available through the Virtual Learning Community (VLC).</i> |                                       |          |          |                       |          |
| <b>SPA 112**</b>   | <b>Elementary Spanish II</b>          | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, SPA 111**  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Fall, Spring, and at the discretion of the dean.   |                                       |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>                               |                                       |          |          |                       |          |
| <b>SPA 120</b>   | <b>Spanish for the Workplace</b>      | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.  |                                       |          |          |                       |          |
| <b>SPA 211**</b>   | <b>Intermediate Spanish I</b>         | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, SPA 112**  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>   |                                       |          |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>SPA 212**</b>  | <b>Intermediate Spanish II</b>  | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, SPA 211**   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                 |          |          |                       |          |
| 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. <i>This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.</i>   |                                 |          |          |                       |          |
| <b>SST 120</b>  | <b>Energy Use Analysis</b>      | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course introduces the principles of analyzing energy use, energy auditing tools and techniques, conservation techniques, and calculating energy savings. Topics include building system control theory, calibrating digital controls, energy loss calculations, and applicable conservation techniques. Upon completion, students should be able to demonstrate an understanding of energy use, audits, and controls in the analysis of energy consumption.  |                                 |          |          |                       |          |
| <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  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| 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>TOM 120</b>  | <b>Introduction to Trucking</b> | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course provides an introduction to the history, regulations, safety and security of the trucking industry and various regulatory agencies. Topics include the regulations of the Department of Transportation, Federal Motor Carrier Safety Administration (FMCSA), State Police, OSHA, EPA and local police as related to the trucking industry. Upon completion, students should be able to define the audit process, CSA (Compliance, Safety, Accountability) requirements, safety plans, accident investigation, hours of service, security, and the federal regulations for driving or operating a truck or a large commercial vehicle. |                                 |          |          |                       |          |
| <b>TOM 130</b>  | <b>Fleet Maintenance</b>        | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| This course provides an overview of the fleet maintenance management operations in the trucking industry. Topics include trucking regulations, managing a maintenance shop, key performance indicators (KPI), maintenance management systems, and truck/trailer specifications. Upon completion, students should be able to define the requirements of fleet maintenance management skills in a trucking based company.   |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                              | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|------------------------------------|----------|----------|-----------------------|----------|
| <b>TOM 250</b>  | <b>Operations of Trucking I</b>    | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall  |                                    |          |          |                       |          |
| This course provides an overview of operating a trucking business. Topics include the business, marketing, economics, finance, accounting, freight brokerage and entrepreneurship aspects of operating a trucking business. Upon completion, students should be able to define the skills and personnel needed to operate a successful trucking business.   |                                    |          |          |                       |          |
| <b>TOM 260</b>  | <b>Operations of Trucking II</b>   | <b>3</b> | <b>0</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, TOM 250   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Spring  |                                    |          |          |                       |          |
| This course covers the advanced aspects of operating a trucking business. Topics include the advanced aspects of business, marketing, economics, finance, accounting, freight brokerage and entrepreneurship aspects of operating a trucking business. Upon completion, students should be able to demonstrate the skills needed to operate a trucking business.  |                                    |          |          |                       |          |
| <b>TRN 110</b>  | <b>Intro to Transport Tech</b>     | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall  |                                    |          |          |                       |          |
| This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities. |                                    |          |          |                       |          |
| <b>TRN 120</b>  | <b>Basic Transp Electricity</b>    | <b>4</b> | <b>3</b> | <b>0</b>              | <b>5</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall  |                                    |          |          |                       |          |
| This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.   |                                    |          |          |                       |          |
| <b>TRN 130</b>  | <b>Intro to Sustainable Transp</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                    |          |          |                       |          |
| Corequisites: None  |                                    |          |          |                       |          |
| Course Offering Availability: Fall  |                                    |          |          |                       |          |
| This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system operates, and perform minor repairs.   |                                    |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                                | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|--------------------------------------|----------|----------|-----------------------|----------|
| <b>TRN 140</b>  | <b>Transp Climate Control</b>        | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Summer and Fall   |                                      |          |          |                       |          |
| This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.  |                                      |          |          |                       |          |
| <b>TRN 140A</b>   | <b>Transp Climate Cont Lab</b>       | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                      |          |          |                       |          |
| Corequisites: State, TRN 140  |                                      |          |          |                       |          |
| Course Offering Availability: Summer and Fall   |                                      |          |          |                       |          |
| This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information. |                                      |          |          |                       |          |
| <b>WBL 111</b>  | <b>Work-Based Learning I</b>         | <b>0</b> | <b>0</b> | <b>10</b>             | <b>1</b> |
| Prerequisites: Local, Program Head Approval   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                      |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.  |                                      |          |          |                       |          |
| <b>WBL 112</b>  | <b>Work-Based Learning I</b>         | <b>0</b> | <b>0</b> | <b>20</b>             | <b>2</b> |
| Prerequisites: Local, Program Head Approval   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                      |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.  |                                      |          |          |                       |          |
| <b>WBL 113</b>  | <b>Work-Based Learning I</b>         | <b>0</b> | <b>0</b> | <b>30</b>             | <b>3</b> |
| Prerequisites: Local, Program Head Approval   |                                      |          |          |                       |          |
| Corequisites: None  |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                      |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.  |                                      |          |          |                       |          |
| <b>WBL 115</b>  | <b>Work-Based Learning Seminar I</b> | <b>1</b> | <b>0</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: Local, Program Head Approval   |                                      |          |          |                       |          |
| Corequisites: State, Take One: WBL 111, WBL 112, or WBL 113   |                                      |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                      |          |          |                       |          |
| This is a seminar course designed to enrich the student's work-based learning experience.   |                                      |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                                 | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|---------------------------------------|----------|----------|-----------------------|----------|
| <b>WBL 121</b>   | <b>Work-Based Learning II</b>         | <b>0</b> | <b>0</b> | <b>10</b>             | <b>1</b> |
| Prerequisites: Local, Program Head Approval  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. |                                       |          |          |                       |          |
| <b>WBL 122</b>   | <b>Work-Based Learning II</b>         | <b>0</b> | <b>0</b> | <b>20</b>             | <b>2</b> |
| Prerequisites: Local, Program Head Approval  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. |                                       |          |          |                       |          |
| <b>WBL 123</b>   | <b>Work-Based Learning II</b>         | <b>0</b> | <b>0</b> | <b>30</b>             | <b>3</b> |
| Prerequisites: Local, Program Head Approval  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. |                                       |          |          |                       |          |
| <b>WBL 125</b>   | <b>Work-Based Learning Seminar II</b> | <b>1</b> | <b>0</b> | <b>0</b>              | <b>1</b> |
| Prerequisites: Local, Program Head Approval  |                                       |          |          |                       |          |
| Corequisites: State, Take One: WBL 121, WBL 122, WBL 123   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This is a seminar course designed to enrich the student's work-based learning experience.  |                                       |          |          |                       |          |
| <b>WBL 131</b>   | <b>Work-Based Learning III</b>        | <b>0</b> | <b>0</b> | <b>10</b>             | <b>1</b> |
| Prerequisites: Local, Program Head Approval  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. |                                       |          |          |                       |          |
| <b>WBL 132</b>   | <b>Work-Based Learning III</b>        | <b>0</b> | <b>0</b> | <b>20</b>             | <b>2</b> |
| Prerequisites: Local, Program Head Approval  |                                       |          |          |                       |          |
| Corequisites: None   |                                       |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                       |          |          |                       |          |
| This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. |                                       |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                               | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-------------------------------------|----------|----------|-----------------------|----------|
| <b>WEB 111</b>   | <b>Intro to Web Graphics</b>        | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery. |                                     |          |          |                       |          |
| <b>WEB 115</b>   | <b>Web Markup and Scripting</b>     | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.  |                                     |          |          |                       |          |
| <b>WEB 120</b>   | <b>Intro to Internet Multimedia</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CTI 110  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Fall   |                                     |          |          |                       |          |
| This course introduces the creation of rich media for the Internet. Topics include the design, production and delivery of interactive content, rich media, digital video, and digital audio. Upon completion, students should be able to create multimedia projects incorporating graphics, text, video, and audio using industry standard authoring software or web standards.  |                                     |          |          |                       |          |
| <b>WEB 125</b>   | <b>Mobile Web Design</b>            | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CTI 110  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Fall   |                                     |          |          |                       |          |
| This course introduces students to web design for mobile devices. Topics include planning an effective mobile Web site, industry standard Mobile Markup Language, CSS3, multimedia, m-commerce, social media, testing and publishing. Upon completion, students should be able to plan, develop, test, and publish Web content designed for mobile devices.  |                                     |          |          |                       |          |
| <b>WEB 140</b>   | <b>Web Development Tools</b>        | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CTI 110  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Spring   |                                     |          |          |                       |          |
| 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>WEB 141</b>   | <b>Mobile Interface Design</b>      | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course covers current design standards and emerging approaches related to the design and development of user interfaces for mobile devices. Emphasis is placed on research and evaluation of standard and emerging practices for effective interface and user experience design. Upon completion, students should be able to design effective and usable interfaces for mobile devices.   |                                     |          |          |                       |          |

# CURRICULUM COURSES

| Course No.   | Title                               | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|--|-------------------------------------|----------|----------|-----------------------|----------|
| <b>WEB 151</b>   | <b>Mobile Application Dev I</b>     | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CTI 110  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Fall   |                                     |          |          |                       |          |
| This course introduces students to programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications using an OS Software Development Kit (SDK). Upon completion, students should be able to create basic applications for mobile devices.   |                                     |          |          |                       |          |
| <b>WEB 180</b>   | <b>Active Server Pages</b>          | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course introduces active server programming. Topics include HTML forms processing and other issues related to developing active web applications. Upon completion, students should be able to create and maintain a dynamic website.  |                                     |          |          |                       |          |
| <b>WEB 211</b>   | <b>Advanced Web Graphics</b>        | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, WEB 111  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course covers the advanced concepts related to the creation and manipulation of graphic images for web delivery. Topics include graphics acquisition, use of masks and channels, advanced special effects, advanced photo manipulation, and other related topics. Upon completion, students should be able to create, manipulate, and optimize web graphics with advanced techniques and maintain an online coursework portfolio.                               |                                     |          |          |                       |          |
| <b>WEB 213</b>   | <b>Internet Mkt &amp; Analytics</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course introduces students to Search Engine Optimization (SEO), Search Engine Marketing (SEM) and web analytics. Topics include Search Engine Optimization (SEO), Pay Per Click advertising (PPC), Search Engine Marketing (SEM), web analytics, eye-tracking software and email marketing. Upon completion, students should be able to set up, monitor and maintain SEO optimized websites; and develop strategies for online marketing and advertizing plans. |                                     |          |          |                       |          |
| <b>WEB 214</b>   | <b>Social Media</b>                 | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| This course introduces students to social media for organizations. Topics include social media, marketing strategy, brand presence, blogging, social media analytics and technical writing. Upon completion, students should be able to utilize popular social media platforms as part of a marketing strategy, and work with social media analytics tools.  |                                     |          |          |                       |          |
| <b>WEB 220</b>   | <b>Advanced Multimedia</b>          | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, WEB 120  |                                     |          |          |                       |          |
| Corequisites: None   |                                     |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean   |                                     |          |          |                       |          |
| 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.   |                                     |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>WEB 225</b>  | <b>Content Management Sys</b>   | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Course offered at the discretion of the Dean  |                                 |          |          |                       |          |
| This course introduces students to Content Management Systems (CMS) designed for the publication of Web content to Web sites. Topics include individual user accounts, administration menus, RSS-feeds, customizable layout, flexible account privileges, logging, blogging systems, creating online forums, and modules. Upon completion, students should be able to register and maintain individual user accounts and create a business website and/or an interactive community website. |                                 |          |          |                       |          |
| <b>WEB 250</b>  | <b>Database Driven Websites</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: Local, CTI 110   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards.   |                                 |          |          |                       |          |
| <b>WLD 110</b>  | <b>Cutting Processes</b>        | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| 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 113</b>  | <b>Soldering and Brazing</b>    | <b>1</b> | <b>2</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| This course covers procedures for cutting, soldering and brazing of pipe and tubing. Topics include safety, proper equipment setup, and operation of soldering and brazing equipment. Upon completion, students should be able to solder and braze pipe, tubing, and fittings in various positions.   |                                 |          |          |                       |          |
| <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  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                 |          |          |                       |          |
| 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: State, WLD 115   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring, Summer  |                                 |          |          |                       |          |
| 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.   |                                 |          |          |                       |          |

# CURRICULUM COURSES

| Course No.  | Title                               | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|-------------------------------------|----------|----------|-----------------------|----------|
| <b>WLD 117</b>  | <b>Industrial SMAW</b>              | <b>1</b> | <b>4</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Fall  |                                     |          |          |                       |          |
| This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, student should be able to safely perform SMAW fillet and groove welds on carbon steel plate with prescribed electrodes.                                 |                                     |          |          |                       |          |
| <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  |                                     |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                     |          |          |                       |          |
| 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 122</b>  | <b>GMAW (MIG) Plate/Pipe</b>        | <b>1</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, WLD 121   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Spring  |                                     |          |          |                       |          |
| This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.                                  |                                     |          |          |                       |          |
| <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  |                                     |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                     |          |          |                       |          |
| 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.                         |                                     |          |          |                       |          |
| <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  |                                     |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                     |          |          |                       |          |
| 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: None   |                                     |          |          |                       |          |
| Corequisites: None  |                                     |          |          |                       |          |
| Course Offering Availability: Fall, Spring  |                                     |          |          |                       |          |
| This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.   |                                     |          |          |                       |          |



# CURRICULUM COURSES

| Course No.  | Title                           | Class    | Lab      | Work Exp/<br>Clinical | Credit   |
|---|---------------------------------|----------|----------|-----------------------|----------|
| <b>WLD 212</b>  | <b>Inert Gas Welding</b>        | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall  |                                 |          |          |                       |          |
| This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.    |                                 |          |          |                       |          |
| <b>WLD 251</b>  | <b>Fabrication II</b>           | <b>1</b> | <b>6</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: State, WLD 151   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings.   |                                 |          |          |                       |          |
| <b>WLD 261</b>  | <b>Certification Practices</b>  | <b>1</b> | <b>3</b> | <b>0</b>              | <b>2</b> |
| Prerequisites: State, Take All: WLD 115, WLD 121, and WLD 131   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Fall, Summer  |                                 |          |          |                       |          |
| 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.                      |                                 |          |          |                       |          |
| <b>WLD 262</b>  | <b>Inspection &amp; Testing</b> | <b>2</b> | <b>2</b> | <b>0</b>              | <b>3</b> |
| Prerequisites: None   |                                 |          |          |                       |          |
| Corequisites: None  |                                 |          |          |                       |          |
| Course Offering Availability: Spring  |                                 |          |          |                       |          |
| This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes. |                                 |          |          |                       |          |

# FACULTY & STAFF

**ADMINISTRATION**

Dr. Rachel Desmarais ..... President  
 Dr. Levy Brown..... Vice President of Learning, Student Engagement & Success  
 Steven Graham ..... Vice President of Finance & Operations  
 Dr. Ken Lewis ..... Vice President of Institutional Research & Technology

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Andrews, John ..... Instructor, Basic Skills  
 Prison Programs  
 B.S., Elizabeth City State University; M.S., Grambling State University

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 B.S, North Carolina Central University; M.S., North Carolina Central University

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Barney, Stephen..... Coordinator/Instructor, Emergency Medical Services Programs  
 A.A.S., Coastal Carolina Community College

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Carter, Tracey, Dr. ....Program Head of Education  
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 PhD, Walden University

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| Bates, Timothy .....            | Coordinator, Prison Programs  |
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| Brown, Kali .....               | Dean of Student Access & Support                                      |
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| Fletcher, Linda.....            | Director, Career Services   |
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| Foxx, Krystal, Dr. ....         | Job Placement Coordinator (Techhire Grant)                            |
| Franklin, Larry .....           | Campus Police Officer   |
| Fuller, Anita .....             | Child Care Specialist   |
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| Hargrove, Bernard .....         | Custodian, South Campus   |
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# FACULTY AND STAFF

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# FACULTY AND STAFF

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